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ABSTRACT

This resource guide is designed to provide Peace Corps trainers with common demoninators of knowledge about Peace Corps training philosophy, its goals, and the expectations and training skills required by the Peace Corps. It is intended as a resource to help plan, prepare, and conduct a program that is responsive to a variety of training situations. Section 1 outlines the present Peace Corps training philosophy, its training goals, and the assumptions underlying the two. The outline in section 2 provides the minimum standards the Peace Corps feels are essential for any training programs. Sections 3 and 4 contain descriptions and list the planning responsibilities of these training staff positions: project director, logistics specialist, language coordinator, technical coordinator, cross-cultural coordinator, language instructor, secretary, cook, and driver. Section 5 is an administrative checklist of those tasks to be taken care of before trainees arrive. Section 6 defines major training terms used by the Peace Corps. Section 7 outlines what behavioral objectives are and how to write them, and it provides a sample training session plan. Discussion in section 8 is intended to assist individuals in integrating training. Section 9 focuses on training evaluation--trainee, training program, and daily session. Other contents are a sample training report, project training plan, and sample training session design. (YLB)

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A TRAINER'S RESOURCE GUIDE

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Peace Corps

A T R A I N E R ' S

R E S O U R C E G U I D E

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Specific materials were adapted from the training manuals from the Solomon Islands, Honduras, Micronesia and the Training of Trainers Model developed by RTRO.

Yvonne Rodgers
Linda Spink
August 1983

TABLE OF CONTENTS

	page
Acknowledgment	iii
Introduction	vii
Peace Corps Training Philosophy	1
Peace Corps Training Standards	7
Training Staff Position Descriptions	
Project Director	27
Logistics Specialist	29
Language Coordinator	31
Technical Coordinator	33
Cross-Cultural Coordinator	35
Language Instructors	37
Secretary	39
Cooks	41
Driver	45
Staff Planning Responsibilities	
Project Director	49
Logistics Specialist	53
Language Coordinator	55
Technical Coordinator	57
Cross-Cultural Coordinator	59
Language Instructors	61
Secretary	63
Cooks	65
Driver	67
Pre-Training Administrative Checklist	69
Training Concepts	
Adults as Learners	81
Experiental Training Methodology	83
Co-Training	89
Group Discussions	93
Role Playing	99
Case Study	103
Behavioral Objectives	105
Integrated Training	113
Training Evaluation	
Trainee Evaluation	129
Training Program Evaluation	133
Daily Session Evaluation	175
Sample Training Report	179
Project Training Plan	
Sample Training Session Design	

INTRODUCTION

Peace Corps training is a unique experience for trainees and trainers alike. Much of the success of the training depends on the skills of individual trainers. It is a known fact trainers used by Peace Corps vary tremendously in their levels of skills and training experience, therefore, Peace Corps must provide everyone with common demoninators of knowledge about Peace Corps training philosophy, its' goals, and the expectations and training skills required by Peace Corps.

The Trainer's Resource Guide is designed to provide trainers with such information. Ideally any trainer, Project Director, or support staff can pick up the Resource Guide and locate Peace Corps philosophy on training, a description of their roles and responsibilities, and a refresher on training concepts and methodologies as applied by Peace Corps.

This book is a compilation of materials, many of which have been successfully used in Peace Corps countries, offered as examples or models.

It is intended as a resource to help plan, prepare and conduct a program that is responsive to a variety of training situations. We encourage you to modify and adapt the materials to make them more useful and to provide new materials which can be included to contribute to the effectiveness of Peace Corps training worldwide.

EVALUATION OF TRAINER'S RESOURCE GUIDE

This Guidebook was conceived and developed as a working tool for training staffs; something that would continue to change and expand to meet the needs of the field staff. In order to continue this process we need to hear from those of you using this material. The following is a brief questionnaire we would like you to complete and return to the Office of Training and Program Support. In addition we would like to receive any modifications or additions you make is using the materials.

CONTENT OF TRAINERS RESOURCE GUIDE

1. Please check the appropriate column(s) for the following:

	Have read it	Have used it	Find it Helpful	It is not Appropriate
Philosophy/Goals				
Standards				
Staff Roles/Respon.				
Planning				
Admin. Checklist				
Training Plan/Reports				
Training Concepts				
Adult Learning				
Co-Training				
Trainer Reference				
Behavioral Objectives				
Integrated Training				
Trainer Assessment				
Trainee Assessment				
Program Assessment				

2. What additional material(s) would you like to see included in the new revision of the Trainers Resource Guide?

_____

_____

_____

3. Where would you want this material? _____

_____

FORMAT OF THE TRAINERS RESOURCE GUIDEBOOK

1. What did you find helpful in the general format of the guidebook? _____

_____

_____

2. If you were to revise the Guidebook, what would you change in: _____

_____

PEACE CORPS TRAINING PHILOSOPHY

Two key components for an Integrated Training System are commitment to a philosophy and accountability - which assumes the existance of goals and standards. This section outlines the present Peace Corps training philosophy, its training goals and the assumptions underlying the two.

Peace Corps Training is:

1. An on-going process started during staging and continued throughout the Volunteer's service, involving Staging, Pre-Service, In-Service and Close of of Service Traiing.

2. An integrated process, with no single component conducted in isolation, i.e., technical skills are learned within a cultural context.

3. A model of the development process which promotes self sufficiency, problem analysis, problem solving and critical thinking.

4. Based on clear behavioral objectives, with minimum acceptance levels, which are shared with trainees. The training process includes mechanisms for immediate feedback and evaluations of trainees.

Peace Corps Training uses methodologies and techniques that show respect for each trainee as an adult possessing varied individual experiences and skills; it builds on these and involves trainees in the learning process.

Even though all Peace Corps Training is based on the programming of each country, there are common goals in which all Volunteers should receive training. These goals are best met by determining precisely what skills must be provided and where training can best be provided in a cost effective manner. Experience has shown that language and cross-cultural training can be most effectively conducted in the country of assignment. Some technical training can be done best in the United States, while other training can be conducted more effectively in-country or in third country training sites.

Peace Corps Training Goals are:

1. To provide Volunteers and trainees with basic language, technical and cross-cultural skills that allow them to serve effectively as they live and work productively and positively with Host Country people.

2. To model an approach to development by providing training that encourages critical thinking, creative problem solving, information gathering and analysis, flexibility, patience and self sufficiency.

3. To develop in Volunteers strong skills which allow them to function effectively as a consultant - helping others to define and solve problems.

4. To help Volunteers understand the development process, including the involvement of women in this process.

5. To demonstrate the value and methods of sharing knowledge.

6 To enhance the Volunteers understanding of how to develop counterpart relationships.

7. To increase Volunteer's knowledge and understanding of the Peace Corps Mission, general Peace Corps and country specific policies.

8. To provide Volunteers with ways to effectively manage the communication process utilizing listening skills, giving and receiving feedback, and non-verbal communication.

9. To provide Volunteers with effective skills for making a transition to a new culture using observation, information gathering and validation, as well as others' assumptions as they relate to technical work.

10. To provide Volunteers with skills that enable them to effectively manage loneliness, isolation and stress while also understanding basic nutrition, hygiene and personal health.

11. To assist Volunteers in understanding their technical assignment, and in developing the skills necessary to perform their jobs.

12. To provide trainees with a clear understanding of what is expected of them as volunteers; enabling them to set personal and professinal goals and to measure their progress in achieving these goals.

13. To assist volunteers at the close of their service by facilitating their re-entry into the United States.

ASSUMPTIONS UNDERLYING THE PEACE CORPS TRAINING PHILOSOPHY AND GOALS

Inherent in the outlined philosophy are major assumptions about Peace Corps training. This section will discuss these assumptions, which are stated as ideals towards which Peace Corps will strive, and how they influence the policy recommendations.

1. Quality world-wide training requires:
   - a shared philosophy and policy,
   - a common, although minimum, set of standards and appropriate evaluation instruments, and
   - sufficient central management structure to support, maintain and monitor delivery.

2. Since training is a dynamic process, dependent on many variables, continual assessments and revisions are needed.

Discussion: Countries at any given time have different in-country training capacity, due to the continually changes in personnel. Continuity in the designs, procedures and measurement of training outcomes will help insure a continual high quality training. Assessment procedures are needed to help improve training.

3. Each country has a staff member who is knowledgable about and responsible for training.

Discussion: Each country is responsible for providing its own training or for monitoring contractors who provide the training. Each country must therefore have at least one staff person who is knowledgeable about and responsible for training and for providing consistency from one training event to another.

4. Peace Corps has or can enhance trainers' capacity to deliver integrated training programs.

Discussion: Staff members involved in training possess varying degrees of knowledge and skill in training. Knowledge and skill can be increased through in-service staff training and workshops. With adequate time and training resources committed staff can learn to become qualified trainers.

5. There is a dependent relationship between programming and training.

Discussion: Sound training is based on the specifics of a given program. Accurate skills necessary to perform the job should be found in the job description and project summary. In turn a good training program will provide a country with skilled Volunteers who will make a meaningful contribution to the countries' development.

6. Staff members know what should be included in Volunteers training.

Discussion: Peace Corps has benefited from years of experience in training Volunteers. Utilizing efforts to improve new training, to organize better programming, and the constant input from returning Volunteers, Peace Corps knows what is necessary to serve effectively in a county.

7. Volunteers learning is a measurable item.

Discussion: Preparing a training program in behavioral terms allows both staff and Volunteers to measure training progress towards stated goals.

8. The adult learning methodologies and techniques used in the integrated training model are ideally suited to achieving Peace Corps Training goals.

Discussion: As adults Volunteers bring to their service varied background, education and work experience. Adult learning methodologies enable us to respect them as individuals and improve their skills. Volunteers are expected to solve problems and work independently, to continue their learning throughout their service and to help Host Country Counterparts become more self-reliant. Volunteers must be skilled at actively seeking the knowledge that they will need to work effectively.

9. Peace Corps training models a specific approach to development.

Discussion: We know that Volunteers will teach and transfer skills following the manner in which they were trained. Training Volunteers to be self- reliant will help them to help others to become more self-reliance. Peace Corps emphasis in training on the local language and basing Volunteers at the village level demonstrates the commitment to working with the poorest of the poor.

10. Training is a continuous process.

Discussion: A Volunteer must learn an enormous amount of information involving a new language, technical skills and new cultural patterns. Due to the limitations of pre-service training and the fact that some training is more relevant later in the Volunteer's service, training must take place throughout the Volunteer's service. Concentrating the major portion of training resources during the first two months of in-country experience risks the loss of other rich opportunities for language and skill aquisition.

11. There is continuity throughout the various training events.

Discussion: In order to build from one learning experience to another there must be consistency in training goals and measurement of performance standards. Staff responsible for training need not necessarily be the same for different training events if the goals of training are consistent and training standards are applied to all trainees.

12. Training involves a qualification process; everyone interested in Peace Corps does not automatically qualify for service.

Discussion: Peace Corps service requires certain skills and strengths. The resources available for training are limited. Trainees must demonstrate that they possess the needed skills or can increase their skills within a short period of training. Training staff should do everything possible to help all trainees qualify, however, trainees have to take the responsibility for their learning.

STANDARDS FOR PEACE CORPS TRAINING

Peace Corps provides training in over 64 countries for more than 2,900 Volunteers a year who then go on to perform a variety of job assignments. In meeting these disparate demands, Peace Corps training must maintain a high degree of flexibility and uniqueness. In order to ensure quality, it is necessary to have minimum standards for all training programs.

The following outline developed by the Agency Training Group reflects the minimum standards Peace Corps feels are essential for any training program. They are seen as basic expectations of training, and are not meant to reflect the totality of Peace Corps training as more appropriately defined by each country.

Countries are expected to use the minimum standards outlined below and to develop additional standards which reflect their individual training needs and expectations.

STANDARDS:

I. Delegation of Training Responsibilities

Each country is responsible for in-country training, whether they directly deliver the training, coordinate the training or manage training contracts. The quality of training and the flow of essential training information to and from Washington is best assured when one person coordinates all in-country training activities.

A. Assignment of a Training Manager

1. Each country will have one staff member to whom training responsibilites will be assigned. This person is to be designated as the Training Manager (see the attached outline for details of this responsiblity) for the country's training programs. Depending on country staffing patterns and training needs, this staff member will be responsible for management, coordination and/or delivery of training.

DISCUSSION: Ideally, each country should have on staff one staff member who has training expertise and who is responsible for either the delivery of training or the management of the program. Until such time as we can achieve this goal countries will need to identify a staff member who can assume these training responsibilities and act as a conduit for training information both to and from Washington.

In some countries, training responsibilities consume a full time slot, while in other countries it is a part time sporadic job assignment. In a few countries, the assignment of a Training Manager may require that staff workloads may have to be reapportioned to accommodate this new task. Countries which are presently recruiting new staff, should reflect the

need for training expertise as part of the selection criteria for the new position. As with other in-country responsibilities, the PCD has the ultimate responsibility for training; the person identified as the Training Manager will be the key in coordinating all training activities.

B. Establishment of an In-country Training Resource Center

1. Each country will establish and maintain a filing system to preserve copies of all relevant training materials and information. These records will include previous training plans, designs and evaluations as well as other supporting materials.

DISCUSSION: Each training program results in a wealth of knowledge and information that would be extremely beneficial to future training staffs. Establishing a Training Resource Center will provide both the place and the process for recording the country's training history, and in the long run, reduce the time spent re-creating lost information. Once it has been tried and tested it should not be necessary to redesign a training plan from scratch. Designs kept from one training program can easily be modified for future training programs.

II. Preliminary Work conducted by In-country Staff

Numerous tasks must be performed by country staff members prior to any training program. Many of these tasks must be completed well in advance of training. An up-to-date task analysis for each Volunteer assignment is essential to training. Such detailed descriptions of the key tasks volunteers will perform in their specific job assignments are used by training staff to design the training program.

The process of selecting sites for volunteer assignments involves negotiating with the host country government officials, reviewing the sites, discussing with village officials the roles of PCVs, and identifying village needs with the understanding that during training the trainees are then matched to the sites. Site selections should be completed in advance of the training program.

A. Task Analyses

1. An up-to-date task analysis must be developed for each Volunteer assignment. The respective APCDs are responsible for providing the training staff with appropriate task analyses for each volunteer assignment included in the upcoming training program. Where possible the training staff should be included in updating the task analyses.

DISCUSSION: Training and programming are integrally related. A good training program will take the details of a job description, or task analysis, and tailor the training according to the skills needed. A clear understanding of the requirements for a volunteer assignment is necessary for trainers to prepare the trainees. A task analysis is a necessary tool for the programmer; clarifying the types of tasks performed by the Volunteers and what skills should be requested in the recruitment process. Current volunteers should assist in the development of the task analysis for their replacement or for similar assignments. This process should also include host country supervisors and/or counterparts.

B. Site Survey and Selection

1. In-country staff are responsible for conducting site surveys for potential volunteer posts and communicating to the training staff any considerations that would require specialized training.

DISCUSSION: Many countries are able to negotiate future sites for volunteers with the Ministry officials. Peace Corps staff, PCVLs, or other designated individuals should visit these sites and should conduct an initial assessment of the site's needs and its suitability for future volunteers. This information should be shared with the training staff during pre-training research.

2. In-country staff are responsible for developing a uniform instrument for the site surveys.

DISCUSSION: Attached is a copy of a sample form used by some countries when conducting the site survey. With minor modifications this form could be used in most countries.

3. Peace Corps staff, working with training staff, are responsible for matching the trainees to the potential sites.

DISCUSSION: During training, the Peace Corps staff must match trainees to the country's requests and needs. This process must take into consideration the strengths and limitations of the trainees, as well as the characteristics of each site. For this reason country staff, who are more knowledgable about the sites, should work closely with the training staff, who is more aware of the trainees' assets. Host country officials may have insights into the specific needs of each site and therefore, where appropriate, should be included in this process.

III. Personal Services Contracts (PSC)* for Training

The use of PSCs for training programs presents an in-country staff with some managerial challenges. It requires the matching of diverse needs with equally diverse trainers.

Each PSC should have a separate contract, which includes an individual Statement of Work. This Statement of Work is a contractual document which outlines the responsiblities of the PSC. If it is a locally hired PSC, the contract is negotiated in-country by the country staff. For U.S.-based PSCs the Statements of Work are provided by the countries and the preliminary arrangements are made by the regions and the Office of Training and Program Support (OTPS). Final contracts are negotiated by the Contracts Office.

In addition, a Description of Work outlining the scope of the training and giving the specific expectations for each training program should be prepared by the country staff well in advance of the training program and before the individual PSCs are hired.

A. Description of Work

1. A clearly written Description of Work is to be given to each Training Project Director at least one month prior to the start of training. This will include, but not be limited to the following:

    - Goals of training.
    - General guidelines on what is expected from the trainers in regards to training design, assessment, reports, responsibilities.
    - Expectations of trainee skill levels at completion of training.
    - Requirements of hours of instruction, content to be included in the training.
    - Ministry officials, Host Country officials, to be utilized as resources.
    - Country specific requirements particular to the present training.

DISCUSSION: In order to provide quality training trainers, personal service contractors or non PSCs, must have a clear understanding of what Peace Corps expects of them and of the trainees at the conclusion of training.

*For the selection of training contracts (non-PSC) and the development of their Statement of Work, please see the section on Contract Training.

A Description of Work is necessary when negotiating any PSC contract. It enables both parties to understand the conditions of the work and enables Peace Corps to assess the success of the trainers in meeting Peace Corps' needs.

Country staff can use many available resources to develop the Description of Work: the Standards for Peace Corps Training, the assessment instrument, samples of final training reports, etc. (See the attached appendix for examples). Once a good Description of Work has been developed, it will require only minor revisions and updating, thereby reducing the country staff's workload in preparing for a training program.

B. Selection and Hiring of Training Staff

1. All training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/resources, and therefore must be capable of presenting their technical skills into a cultural context. They will also need to make themselves available to the trainees on both an formal and informal basis.

DISCUSSION: An Integrated Training System means that individual components are not conducted in isolation from other components. Therefore all staff members must have some familiarity with cross-cultural situations in order to deliver their training sessions within a cultural context.

2. All PSC training staff must be identified and contracts negotiated between 2-4 months before training is to begin. They should be in-country at least 2 weeks prior to the start of training. Project Director should be in-country at least 1 month prior to training. If a country training design exists this time may be reduced.

DISCUSSION: Adequate time are needed for the training staff to conduct pre-training planning (see section IV. A for details of pre-training planning.)

3. Peace Corps country staff is responsible for providing the regions with a) the Description of Work; b) a list of qualifications; c) the requisite Statements of Work; and d) information on possible resource people to be contracted. Using the Statement of Work the regions and OTPS will begin to negotiate the U.S. based contractors.

4. The following are QUALIFICATIONS to be used in the selection of Peace Corps Training Staff.

Project Director

Minimum Qualifications:

- demonstrated "stand-up" training skills, demonstrated design skills using experiential learning methodology;

- 2 years experience in training methodology, group facilitation;
- minimum of 1 year experience in program administration, evaluation and supervision;
- 1 year experience in training program budgets and accounts;
- demonstrated ability and skill in counseling and personnel assessment process;
- fluency or bi-lingual in English.

Preferred Qualifications:

- demontrated increasing levels of responsibility in previous employment;
- a degree in Education, Cross-Cultural Training, or related field;
- 2 years experience as trainer/facilitator with Peace Corps training programs.
- fluency in the Host Country language;
- a graduate of a Peace Corps or other Training of Trainers Workshop (see attached outline for content covered in TOT);
- experience working in a foreign culture; knowledge/familiarity with American culture

Language Coordinator

Minimum Qualifications:

- 2 years experience in language training methodology and materials development and experience as a language trainer, preferably related to Peace Corps;
- minimum 1 yr experience in supervision;
- graduate of a Language Trainer/Coordinators Workshop or some other comparable training (see attached outline for content covered in Language Trainer Workshop);
- bi-lingual in English.

Preferred Qualifications:

- advanced degree or training in language instruction, methodology or related field;
- experience with Peace Corps Language Training.

Training Coordinators (Technical, Development etc.)

Minimum Qualifications:

- experience in training methodology and materials development in a cross culutural environment relevant to Volunteers experience or a graduate from a Training of Training Workshop (not necessarily Peace Corps) or other comparable training background;
- minimum 2 yrs experience in development work in a country similiar to the training program;
- advanced training or extensive work experience in the areas of the training content: development work, cross-culutural preparation, technical skills etc.;
- fluency in official Host Country language;
- bi-lingual in English.

Preferred Qualifications:

- knowledge and familiarity with Peace Corps.

Language Instructors

Minimum Qualifications:

- training in language instruction, methodology and materials development, or participation in an intensive staff training on Peace Corps language training methodologies.

Preferred Qualifications:

- experience with Peace Corps Training Programs;
- bi-lingual in English and Host Country language.

DISCUSSION: To ensure quality training, Peace Corps must establish minimum guidelines for staffing qualifications. Having been a PCV is not enough to qualify a person to be a trainer. Trainers must have the specific knowledge and the requisite training skills.

IV. Preparation Required by the Training Staff

A. Pre-training Planning

1. The training staff is responsible for pre-training planning activities. They should familiarize themselves with any existing training plans prior to conducting their pre-training planning.

DISCUSSION: Pre-training planning should be conducted with the approval of the in-country staff and where possible in collaboration with the staff. The activities involved in pre-training planning build upon the foundation previously laid by the country staff. For the training staff to be able to accomplish the pre-training planning activities, the country staff must have completed the preliminary planning tasks which are 1) negotiating host country expectations for training; their participation in training; 2) site selections; 3) description of work; 4) identification of any current volunteers who are to participate in training; 5) completion of task analyses for incoming trainees. Pre-training planning, for which the training staff is responsible include, but are not limited to the following:

a. Interviewing appropriate host-country agency staff or representatives to determine their expectations regarding the Volunteers' roles. This is not a placement negotiation but an information-gathering activity.

b. Interviewing Peace Corps staff and Volunteers at their job sites, if feasible, regarding specific technical or site-related training needs of future Volunteers.

c. Gathering cross-cultural materials for use in the cross-cultural component of training.

d. Selecting speakers who have been identified as resources for technical and cross-cultural themes.

e. Negotiating and scheduling, in coordination with the PTO, the training inputs of PC staff and Volunteers.

f. Selecting, interviewing and negotiating responsibilities with PCV training assistants, in coordination with the PCD and Training Manager (PTO or other PC staff assigned to TM role).

A. Staff Training

1. An intensive staff training (minimum of 7 days) will take place prior to Pre-service Training program.

DISCUSSION: Each training staff needs time prior to the training event to plan the training events and to develop a working team relationship. It is felt that 7 days is the minimum amount of time needed to accomplish the tasks of staff training (see II A. 3 Contents of Staff Training).

2. The following individuals are required to participate in the staff training program:

   - Project Director
   - All Coordinators
   - Administrative/Logistical assistant
   - Language Instructors
   - Support staff are to be included at the discretion of the training Project Director

DISCUSSION: An Integrated Training Program requires a staff that is aware of, and committed to, Peace Corps training philosophy. In addition, staff members must work closely with one another to ensure the integration of the training components. The best vehicle for developing this working relationship is a well run staff training program for all members of the training staff.

3. Each staff training program will include, but should not be limited to, the following goal/content areas:

   - Acquaint the staff with the goals and philosophy of Peace Crops Training, and the minimum standards for the program.

   - Acquaint the staff with the realities of Peace Corps in the country - its goals, history, organization, policy, programming and training process.

   - Train instructors/coordinators in the principles and methodologies of adult learning, including ways to adapt their plans to the needs of individual trainees.

   - Provide the staff with an understanding of the concepts of integrated training and familiarize them with the training plan for the upcoming training program.

   - Orient the staff to cross cultural similarities and differences between the U.S. and the Host Country, so they may be more sensitive cross cultural facilitators and be better role models, showing how teams with cultural differences can work effectively.

   - Develop staff members' interpersonal skills and counselling techniques so that they are able to effectively give positive and negative feedback on Trainees' progress.

   - Form a cohesive and cooperative professional staff.

   - Familiarize the entire training staff with the trainee assessment process.

   - Train staff members, with assessment responsibilities, in the use of the assessment process.

   - Familiarize the training staff with the reporting requirements for the training program.

- Familiarize the training staff with TAC sheets, task analysis, profile of training group.

- Provide opportunities for practice training and feedback sessions.

DISCUSSION: Peace Corps uses trainers with varied experiences and skill levels. Utilizing the above goal/content areas in staff training will allow a diverse staff to develop an effective team spirit and familiarize itself with specific training methodologies used by Peace Corps. The content can be adapted and modified to meet the needs of any given training staff and program. If a country has not developed a training plan, one should be developed by training staff prior to staff training. Likewise, staff members who may need practice in writing interim/terminal behavioral objectives and other design skills will have to receive this training prior to staff training. Staff training time is short and should not be used for individual skill development.

B. Training Plan and Design

1. The Training Plan is the overall scheme and calendar of events to occur during training. A training plan must be prepared for each training program, and provided to the trainees either written or orally.

DISCUSSION: The training plan helps the staff plan for the major segments and events of a training program. From this in-country staff can see if sufficient time is being devoted to any given training component and if the plan reflects an integrated approach to training. Providing this plan to the trainees will give them a sense of what to expect during training and how training is integrated. It is not necessary to give trainees written copies of the plan for the entire training program, however, there should be a sharing of this information.

2. The Training Design (often called a Training Syllabus) is the detailed schedule of the training program. It is an hour by hour, session by session lesson plan which displays training activities and can be used and modified as necessary in subsequent training programs. A good training design will include, but not be limited to the following:

   - The training philosophy and goals.

   - The enroute or interim objectives for each session.

   - The content, methodology and training activities to meet objectives.

   - List of resources used during the training, books, movies, people etc.

   - Plans for evaluating the trainees' progress and the effectiveness of training.

DISCUSSION: Assuming that the country staff has provided the training staff with task analyses and descriptions of work, the training staff will build on these documents to develop a Training Plan and Training Design which demonstrates how they will meet the country staff's expectations and training needs.

3. The Training Plan and Training Design will be reviewed with the country staff, before the start of training, updates can be made as appropriate. The final Training Plan and Training Design are to be included in the final Training Report. (See the Trainer's Resource Guide for a sample Training Plan and Training Design).

DISCUSSION: A review of the training plan prior to the start of training will allow the country staff to offer suggestions and advice based on their experiences in country. Equally, the training plan is a useful planning tool for the training staff. It should be completed before staff training, although it is possible that some redesign may occur during staff training.

4. A copy of the training plan should be forwarded to the Regional Training Officer in Washington.

DISCUSSION: The Training Plan will reflect the actual training activities and will indicate any modifications to the Training Design. Reviewing this document will enable Regional Training Officers to review the training program and note any recommended changes for the future.

V. Training Content

A. Bridging between Staging/Stateside Training and In-Country Pre-Service Training

1. Every staging or stateside technical training event will forward the following information, using a format developed by the appropriate region, to countries prior to the arrival of the trainees.

- The general objectives of the event
- The proposed methodologies and activities
- A summary of technical skill levels expected/actual at the end of the event
- A final report on stateside technical training (which can be hand carried by the trainees)

DISCUSSION: The flow of information from stateside events to in-country training programs is critical. Using an integrated approach the in-country program builds on the foundation of the stateside events, however, it is impossible to make a smooth transition without information on the activities and subjects previously addressed. When practical, a country staff member should participate in the training event and provide these linkages.

2. At the beginning of in-country training, the training staff will conduct initial interviews to review stateside events with the trainees.

DISCUSSION: Initial interviews with the trainees will allow the training staff to:

1) Identify the specific topics covered during the stateside technical training
2) Begin assessing the trainees skill levels and personal learning needs (i.e., slow language learners)
3) Help trainees bring closure to their stateside staging or training by discussing any positive or negative feelings about the event, and to begin the transition to the in-country training program
4) Show trainees how in-country training will build on the knowledge and experiences of the stateside events and demonstrate the integration of training

3. Training staffs are responsible for knowing the CAST and CREST staging designs. Their training design will be linked to the information covered during these events.

DISCUSSION: The training designs for the CAST and CREST are available to all countries and can be used by the training staff in preparation of the in-country training design. The staging designs will not change from program to program, (unless the trainees receive a COMP staging) therefore in-country training designs must build on that design and not repeat training activities.

B. Integration of Components

1. All training programs will reflect the concepts of integrated training in their design and philosophy. For this purpose, Integrated Training is defined as training which 1) interweaves the individual training components during a training event, i.e., the technical skills are taught within a cultural context and with local language being introduced, 2) builds on themes and learning from previous training sessions, and 3) that the staff is completely integrated as well - HCN are used at all levels of training.

DISCUSSION: The Peace Corps Volunteers' role is a multifaceted one, incorporating technical expertise with an understanding of development and cultural sensitivity. Their training should accurately demonstrate the role of the volunteer and prepare volunteers to serve in this capacity. Isolated training components will not adequately equip the volunteer to implement their technical skills within the local village setting.

2. Each Training Plan and Training Design will show how the training components of the program are to be integrated, i.e., use of the language instructors during technical sessions; live-in situations; cross-cultural sessions dealing with aspects of the volunteers' assignment etc. (See Trainer's Resource Guide section on Integration, for example)

DISCUSSION: The Training Plan is a way of showing trainees what will be covered during training. If the components are taught in isolation and the staff are seen as specialized with no integration or overlap then trainees are not being shown that the various roles of their job are also related and interdependent.

C. Minimum Hours of Formal Training

As stated above individual components of a training program are not isolated units, in fact there is a degree of complementary overlap. This makes it difficult to specify standard numbers of hours for training components, however, some of the more formal training sessions will be predominately technical, cross cultural, language and development and may be an indication of the amount of time spent in these topic areas.

1. The actual hours devoted to any one training component will be negotiated between the regions and the Country Director who will then ensure that these requirements are met during training.

DISCUSSION: The number of hours needed for language and technical training will vary from country to country depending on the difficulty of the national language and from trainee to trainee depending on skill levels and special learning needs. The number of hours devoted to these components is best determined by the country staff.

D. Required Topic Areas

1. All pre-service training programs will provide specific training in the following areas and although no minimum number of hours are required, subjects should be adequately addressed and integrated into the other major training areas of technical, cross-cultural, and language training:

   a. The Role of the Volunteer in Development - discussing the theories and approaches to development work, concepts and models of community change process, leadership models, problem solving, project managment, information gathering and analysis.

COORDINATOR

CROSS-CULTURAL COORDINATOR

The role of coordinator may be divided into three areas of speciality; Cross-Cultural, Language, and Technical. The coordinator is responsible for designing and implementing, in concert with the Project Director a revelant sequence of integrated learning activities that will enable trainees to develop skills to communicate and work effectively in the Host Country. He/She is directly responsible to the Project Director.

SPECIFIC DUTIES AND TASKS:

- Analyze Trainee Assignment Criterial Sheets (TAC), pre-training questionnaires and general correspondences. Interview PTO/APCD, PCVs, etc. to ensure TACs are up to date.
- Delinate final training objectives and en-route objectives for each segment of training.
- Assist Project Director in planning and designing a training design and plan which integrates one component with another based on the overall objectives of the training program.
- Prepare all relevant cross-cultural learning materials, charts, supplies etc. Design more suitable material as necessary.
- In collaboration with Project Director and Logistics Specialist, arrange for guest speakers, field trips, demonstrations, etc. as required for cross-cultural learning during the course of training.
- Facilitate group discussions and serve as a resource on various aspects of the culture. Promote an attitude of openness and willingness among the trainees to learn the Host Culture (s).
- Provide documentation which supports a decision to recommend or not recommend trainees to become Peace Corps Volunteers.
- Collaborate with Technical and Language coordinators to ensure integration of cross-cultural learning into each segment of training.
- Design, develop and provide Project Director a budget plan of expenditures deemed appropriate for cross-cultural learning prior to the start of training.
- Mointor learning activities and provide feedback to each trainee at regular scheduled intervals.

b. The Role of Women in Development - discussing the importance of including women in the development process, reviewing the roles of women in developing countries, and analysizing the impact of development on women's roles.

c. Volunteer Support and Basic Health Maintenance - discussing common diseases that Volunteers experience, Volunteers responsibilities in maintaining their health, basic nutrition and food preparation, coping with the stress and isolation of being a volunteer.

DISCUSSION: Peace Corps feels there are certain topics germane to all volunteers regardless of the job assignment. These topics, 1) help volunteers to define development, 2) acquaint volunteers with the characteristics of a developing country, 3) allow volunteers to explore the implications of development approaches and their role as a change agent, 4) provide volunteers with an understanding of women's role in a developing country, and how development impacts on that role, and 5) equip volunteers with skills and knowledge to ensure their health and well being during their service. These topics should not be covered as isolated issues, instead they should be well integrated into all sessions. (See the individual manuals for assistance in developing these sessions and in integrating the topics).

E. Family Live-In Experiences

1. Where possible all pre-service in-country training programs will include a family live-in experience as part of their training. A family live-in is defined as a training program where trainees are housed with host country families during their training program for either the entire training program (as in village based training) or some period of the training.

DISCUSSION: Trainees who live directly with host country families for their entire training program or for a substantial amount of time, benefit from an intensive cross-cultural and language experience. This opportunity allows trainees to learn more about the daily lives of host country nationals while also practising their local language skills.

F. Practical Experiences

1. Every pre-service training program will be designed to include opportunities for trainees to practice the knowledge they are learning through actual demonstrations, practice teaching, pilot testing of technical skills, and active participatory training sessions.

DISCUSSION: To gain skills and to instill confidence in the trainees, the theory and knowledge they recieve must be reinforced with practical experience. These practical experiences should develop skills and help trainees put their technical skills into an appropriate cultural perspective.

2. The principles and methodologies of experiential learning are most appropriate for Peace Corps training and will be used during the training program.

   Experiential learning, however, does not preclude the use of written materials, books, manuals, or lecture presentations.

   Conceptual frameworks are also considered to be an important element in the training program, particularly since volunteers must frequently adapt the skills they learn in training to the particular requirements of their individual assignments.

   Each training component should, include, 1) an activity, 2) time to discuss and make observations about the activity, 3) an opportunity to summarize and draw conclusions from the activity, and 4) an opportunity to apply newly learned skills and knowledge to real life situations.

DISCUSSION: It must be recognized that training adults differs from teaching children. Adults have a great deal of independence and self-direction which allows them to help determine their own learning needs and evaluate the effectiveness of a learning activity. They bring with them important accumulated life experiences upon which new learnings will be built. Adults learn in order to solve problems. Their training, therefore, must be subject-centered and relevant to situations they are facing. Training must take into account that adults are capable of taking responsibility for their own learning process. For these reasons the experiential learning methodologies are most appropriate for training Peace Corps volunteers.

VI. Trainee Assessment

1. Every training program will have clearly defined qualification criteria for evaluating trainees. This criteria must be based on the job description, task analyses for the volunteer assignment, behavioral objectives and language requirements.

DISCUSSION: The selection of volunteers is a sensitive and difficult task. It involves monitoring trainees' progress and evaluating their potential to be sucessful volunteers. These decisions should be based on concrete behavioral criteria and documented. Trainees must be informed as to the staff's expectations and what is required to become a volunteer. Once informed about the requirements trainees should be involved in monitoring their progress towards acquiring the necessary skills and behaviors.

2. Trainees must be informed, in writing and through a verbal orientation, about the qualification criteria and any selection process that will be used during the training program.

DISCUSSION: It is essential that trainees be informed about the qualification criteria. Once informed they can engage in self assessment and know at any time their progress towards reaching these goals. The trainees must be provided with the opportunity to learn and acquire any of the required skills during the training program. Should de-selection occur the trainees as well as the staff will be able to clearly identify the reasons for this action.

3. The information collected on an individual trainee should be kept in an open file available to trainees.

DISCUSSION: The files should be regularly reviewed with the trainees as a means of providing feedback and monitoring progress. At the close of training, only relevant material, (trainee language scores, personal goals and plans, recommendations for technical in-service training and documents showing intent for further language or technical studies) should be transfered into the volunteers' permanent file with the country staff. Any material related to assessment or other training specific information should be destroyed.

VII. Evaluation

A. Final Reports

1. The training staff will submit to the country staff the following information and any additional information requested by the country.

   a. A copy of the training plan
   b. A copy of the training design
   c. Explanations of any problems encountered during the training or modifications made to the training design
   d. A logistical report
   e. Training evaluations both of the trainees and the training program
   f. Recommendations for the future training programs, based on the results of the recently finished training program.

2. The training manager is responsible for submitting to Washington staff a final report on the training program. This report will include, but not be limited to, the following:

   a. A copy of the training plan
   b. A copy of the training design (if not already on file)
   c. Explanations of any problems encountered during the training or modifications made to the training design
   d. Summaries of the evaluations for the training program

DISCUSSION: The final report is a means of reviewing and preserving the events of a training program in order to plan for future programs. From this report an in-country staff should be able to assess what took place, what problems were encountered and how they were handled by the training staff. The report will also indicate what areas were very well received by the trainees and should be included in future training programs.

3. Submission of Final Reports

   The final reports must be submitted to the country staff before the training staff leave the country.

B. Trainers Performance Evaluation

1. The training staff will conduct a quality assessment of the training program. The assessment is to be completed by trainees, and should deal with 1) the effectiveness of the training methodologies used, 2) the appropriateness of the sessions, 3) the trainee to staff ratios, 4) the helpfulness and relevancy of materials used, 5) the competency of the staff, and 6) the preparedness of the trainees to serve as volunteers. The results from this assessment should be summarized and included in the final report.

DISCUSSION: The trainees experience a training program first hand and have a valid perception of the quality of the training and the training staff. To fairly assess a training program, trainees must be given an opportunity to share their ideas and suggestions on the program. This process must be separated from any selection process for the trainees and it must be understood that their assessment will in no way influence their becoming a volunteer. (See Trainer's Resource Guide for Assessment Instruments)

2. Each training staff member and support staff member must receive a performance evaluation at the end of the PST. This evaluation is to be completed with the staff member and is to benefit both the staff member and the in-country staff. The performance evaluation for the Project Director will be done by the in-country staff member who has had direct supervisory responsibilities for the training program. The Project Director will be responsible for the performance evaluations for the staff members directly reporting to her/him. The language instructors should receive performance evaluations from the language coordinator. Likewise support staff supervised by the administrative assistant would be evaluated by their immediate supervisor. The performance evaluations will be kept by the country staff and will be handled in accordance with the privacy act, copies of evaluations for U.S. based PSCs should be forwarded to PC/Washington.

DISCUSSION: Peace Corps relies heavily on the use of Personal Service Contractors and therefore needs a standard means by which to judge their skills and training capacities. An accurate performance evaluation will point out the strengths and the weaknesses of each staff member. This does not preclude them from being used in other training programs, it will, however, help a country staff better balance their training staff in future programs. Likewise, an assessment will benefit the training staff by helping them to know their own areas of expertise and strengths. This evaluation process should be conducted throughout the training program, giving the staff member relevant feedback and opportunity to increase their own skills and development.

A training staff is only as strong as it's individual members. Each person is a vital component to an integrated training program and need to clearly understand their roles and areas of responsibilities. The following section outlines the major roles and responsibilities of each training staff member. Please note that a country's expectation for a particular position may vary slightly from the outlined job descriptions.

PROJECT DIRECTOR

The Project Director is a key trainer, the coordinator, and administrator responsible for training project activities at the training site. He/She is the person most responsible for directing trainee learning and monitoring training staff performance and is charged with ensuring open communication within and without the training community. He/She works closely with the Programming and Training Officer (PTO) and the Peace Corps Director (PCD) keeping them informed of training progress. He/She is directly responsible to the PTO and PCD or their designee.

SPECIFIC DUTIES AND TASKS:

- Management of all fiscal, cost, and budgeting controls and procedures including monitoring of the purchasing of goods and services as well as the accounting, cost reporting and vouchering system.
- Articulate to trainees and training staff the program objectives and the direction of the program relative to the goals of the Host Agency and the goals of Peace Corps.
- Establish working relationships with PTO, APCDs and PCD as well as with the Host Country Agency officials involved in the program.
- Ensure a complete understanding by the trainers of Peace Corps policies, performance objectives, training design and budgetary constraints of the training program.
- Deliver staff training in cooperation with the PTO.
- Supervise logistic preparation of all training sites.
- Mointor the development of new training material and updating of the existing training design. Responsible for the overall development of a training design where one does not exist.
- Assure integration of language, cross-cultural, and technical components in all segments of the training program.
- Provide leadership at the training site that stimulates growth and development of teamwork. Serve as a training resource to all staff.
- Direct responsibility for implementation of all evaluation systems, assessment processes and selections providing training and guidance on there use.

- Keep PTO and PCD informed of proposed changes in the training program strategy or activity sequence which involve substantial adjustment in expenditure or program direction.
- Ensure specific planned feedback to trainees on a regular/timely basis.
- Provide expertise and leadership in counselling trainees.
- Collaborate with PTO, PCD and the appropricate APCD when writing all early trainee termination reports.
- Conduct regular training progress evaluation meetings with CORE training staff. Submit regular training report to PTO/PCD at the scheduled weekly meeting.
- Arrange, negotiate and identify in conjunction with the Cross-Coordinator and Logistics Specialist all villages/communities to be used during the training program. Dissiminate and distribute training information to the communities.
- Ensure the inclusion of revelant development issues throughtout the training program. (i.e. W.I.D. (Women in Development), community development issues and approaches, etc.)
- Recommend to PCD all trainees that should or should not be sworn-in as Peace Corps Volunteers with supporting behavioral documentation.
- Provide PTO/PCD with an overall evaluation of the training program which includes evaluations from trainees and training staff and recommendations for future training.
- Live at training site.

**** NOTE **** WHEN THERE IS NO P.T.O. THE PROJECT DIRECTOR REPORTS DIRECTLY TO THE PEACE CORPS' DIRECTOR OR HIS/HER DESIGNEE.

LOGISTICS SPECIALIST

The Logistics Specialist is responsible directly to the Project Director for the administration of the training program budget. He/She works in collaboration with APCD/Admin. He/She is responsible for financial management including budgeting cash flow, negotiating for services, approval of purchases and overseeing disbursement of project funds.

SPECIFIC DUTIES AND TASKS:

- Maintain an accurate record of expenditures throughout the program on a day to day basis.
- Purchase all needed training supplies.
- Arrange all required facilities for all training sites including housing, food, transportation, supplies, etc.
- Assist with identifying and arranging village live-ins, site visits, etc. in collaboration with Project Director and Cross-Cultural Coordinator.
- Establish, maintain and inform trainees and training staff of payrolling system and distribution times.
- Prepare appropriate documents for reimbursements and payments in a timely manner.
- Maintain an inventory list of all equipment and supplies assigned to the training staff.
- Meet weekly with Program Director to discuss training expenditures and other revelant budget issues.
- Establish and maintain a petty cash fund.

COORDINATOR

LANGUAGE COORDINATOR

The role of coordinator may be divided into three areas of speciality; Language, Cross-Cultural, and Technical. The coordinator is responsible for designing and implementing, in concert with the Project Director a revelant sequence of integrated learning activities that will enable trainees to develop skills to communicate and work effectively in the Host Country. He/She is directly responsible to the Project Director.

SPECIFIC DUTIES AND TASKS:

- Analyze Trainee Assignment Criteria Sheets (TAC), pre-training questionnaires and general correspondences. Interview PTO/APCD, PCVs, etc. to ensure TACs are up to date.
- Delinate final training objectives and en-route objectives for each segment of training.
- Assist Project Director in planning and designing a training plan which integrates one components with another based on the overall objectives of the training program.
- Supervise and prepare all relevant learning materials, charts, supplies etc. Design more suitable material as necessary.
- Arrange for guest speakers, field trips, demonstrations, etc. as required for language training in collaboration with Project Director and Logistics Specialist.
- Monitor learning activities and provide feedback to each trainee at regularly scheduled intervals.
- Facilitate group discussions and serve as a resource on various aspects of the culture. Promote an attitude of openness and willingness among the trainees to learn the Host culture(s).
- Meet reguarly with Project Director to evaluate the training progress; make recommendations, and discuss strategies and approaches and trainee morale.
- Write and submit regular and final training reports.
- Provide documentation which suports decision to recommend or not recommend each trainee to become a Peace Corps Volunteer.
- Compile copies of all language training material which becomes part of the final training report.

Language Coordinator (cont.)

- Recruit, select and train new Language Instructors.
- Direct supervision and evaluation of all Language Instructors.
- Design language staff training to utilize experiences and skills of seasoned language insturctors to train new instructors.
- Collaborate with Technical and Cross-Cultural coordinators to ensure appropriate sequencing and relevance of language learning to the overall training plan.
- Motivate trainees and staff to ensure that language competency is achieved within both the structured and unstructered framework of the program.
- Design an evaluation system/instrument for measuring the performance of language instructors. Provide feedback to instructors on a timely basis.
- Direct responsibility for implementation of evaluation system/instrument for measuring the language performance of trainees and for providing guidance on its use.
- Interview and place trainees in appropriate groups; schdule classes; restructure learning groups as needed; schedule language exams.
- Ensure specfic planned feedback to trainees on a regular/timely basis.
- Design, develop and provide Project Director with budget plan of expenditures deemed appropriate for language learning prior to the start of training.

COORDINATOR

TECHNICAL COORDINATOR

The role of the coordinator may be divided into three areas of speciality; Technical, Cross-Cultural and Language. The coordinator is responsible for designing and implementing in concert with the Project Director a relevant sequence of integrated learning activities that will enable trainees to develop skills to communicate and work effectively in the Host Country. He/She is directly responsible to the Project Director.

SPECIFIC DUTIES AND TASKS:

- Identify, research, plan develop and design skill training so that it intergrates with language and cross-cultural learning.
- Facilitate discussions; act as resource on all aspects of technical training utilizing trainees' skills.
- Design, develop and provide Project Director with budget plan of expenditures deemed appropriate for technical learning prior to start of training.
- Collaborate with Language and Cross-Cultural coordinators to ensure integration of technical learning into each segment of training.
- In collaboration with Project Director and Logistics Specialist identify possible sites which are appropriate for the content of the technical learning.
- Facilitate group discussions and serve as resource on various aspects of the culture. Promote an attitude of openness and willingness among the trainees to learn the Host Culture(s).
- Analyze Trainee Assignment Criteria Sheets (TAC), pre-training questionnaires and general correspondences. Interview PTO/APCD, PCVs, etc. to ensure TACs are up to date.
- Delinate final training objectives and en-route objectives for each segment of technical training.
- Assist Project Director in planning and designing a training plan and design which integrates one component with another based on the overall objectives of the training program.
- Supervise and prepare all relevant technical learning materials, charts supplies, etc. Design more suitable material as necessary.

- In collaboration with the Project Director and Logistics Specialist, arrange for guest speakers, field trips, demonstrations as required duing the course of training.
- Mointor learning activities and provide feedback to each trainee at regularly scheduled intervals.
- Meet reguarly with Project Director to evaluate the training progress; make recommendations, and discuss strategies and approaches and trainee morale.
- Write and submit regular and final training reports.
- Provide documentation which supports decision to recommend or not recommend each trainee to become a Peace Corps Volunteer.
- Compile copies of all technical training material which becomes part of the final training report.

- Assist with identifying and arranging village live-ins, site visits, etc. in collaboration with Project Director and Logistics Specialist.
- Design, develop and provide Project Director with budget plan of expenditures deemed appropriate for cross-cultural learning prior to start of training.
- Write and submit regular and final training reports to the Project Director.
- Compile copies of all cross-cultural training material which becomes a part of the final training report.

LANGUAGE INSTRUCTORS

The Language Instructor is the most important staff member in ensuring individual trainee language learning. He/She is responsible for trainees mastering, in a very short time, basic sentence structure, vocabulary, and grammar of the language and to develop a positive attitude towards language learning. He/She works closely with the all training personnel. He/She is directly responsible to the Language Coordinator.

SPECIFIC DUTIES AND TASKS:

- Attend Language Instructors' Training and Staff Training.
- Advise the Language Coordinator on a regular basis, individual trainee linguistic progress.
- Develop all necessary teaching materials with the assistance of the Language Coordinator.
- Use appropriate language learning techniques ensuring that all trainees get the optimum amount of time to speak.
- Interact with trainees outside of class acting as a language resource and model at all times.
- Gather feedback from all staff concerning individual trainee language skills.
- Implement with Language Coordinator special language programs for the advanced level speaker and slow language learners.
- Participate as appropriate in cross-cultural and technical training activities.
- Assume additional duties when requested by the Project Director.

SECRETARY

The secretary is responsible to the Project Director for all secretarial duties of the training operation.

SPECIFIC DUTIES AND TASKS:

- Type,collate, distribute, and file training schedules, materials, reports and correspondences as assigned by the Project Director.
- Coordinate the preparation of all necessary learning materials in a timely fashion.
- Operate and maintain training site office equipment such as typewriters, reproduction equipment and related office supplies.
- Maintain trainee files.
- Serve as receptionist.
- Distribute in-coming and out-going communications.
- Make reservations and appointments as requested.
- Carry out additional duties as assigned by the Project Director.

CHIEF COOK

The Chief Cook is responsible directly to the Project Director for all procurement and preparation of food supplies for the trainees and training employees. He/She is responsible for supervising all kitchen employees and for maintaining acceptable sanitary conditions in the training kitchen facilities. He/She is also expected to prepare training meals in a timely and orderly manner. Additionally, he/she is responsible for keeping the Project Director informed at all times of problems relating to the food service.

SPECIFIC DUTIES AND TASKS:

- Supervision and evaluaton of all kitchen employees.
- Prepare daily meals.
- Prepare list of food and kitchen supplies to be purchased.
- Maintain a daily inventory of all food items.
- Ensure that dishes and cooking utensils are washed and cleaned in a timely manner.
- Maintain a neat, clean and sanitary kitchen at all times.
- Pack all unused food items, equipment and other related kitchen supplies at the end of training.
- Maintain an inventory list of all equipment assigned to the training kitchen facilities.
- Perform other duties as assigned by the Project Director.

KITCHEN HELPER

The Cooks are responsible directly to the Chief Cook for procurement and preparation of food supplies for the trainees and training employees. They are expected to assist the Chief Cook in maintaining acceptable sanitary conditions in the training kitchen facilities. Additionally, they are expected to assist in the preparation of training meals in a timely and orderly manner. They are directly responsible to the Chief Cook.

SPECIFIC DUTIES AND TASKS:

- Assist with the preparation of the daily menu.
- Assist the Chief Cook in maintaining daily inventory of all food items.
- Wash and clean dishes in a timely manner.
- Pack and label all unused food items, equipment and other related kitchen supplies at the end of training.
- Perform other duties as assigned.

DRIVER

The Driver is responsible directly to the Project Director for all logistical and transportation support of the training program. He/She is responsible for the general maintenance of the training facilities including transporting supplies, equipment, staff and trainees to and from the training site and learning activity locations.

SPECIFIC DUTIES AND TASKS:

- Pick-up and deliver supplies and equipment.
- Pick-up and deliver training mail.
- Pack all training items for storage, shipment, etc.
- Serve as messenger.
- Maintain training vehicle in good operable condition.
- Assist training staff in purchasing training supplies, equipment, etc.
- Assist training staff in duplicating training materials.
- Perform other duties as assigned by Project Director.

PLANNING

There are many steps that occur before training actually begins: defining the program, locating a site, identifying staff, gathering resources and materials, and performing a host of other logistical and preparatory task that sometimes appear endless, but that must be done before the program can happen. Following is a checklist of responsibilities for all involved in a training program which can help a Project Director organize the numerous task and ensure that all major activities are completed prior the trainees arrival.

PRE-TRAINING PLANNING RESPONSIBILITIES

PROJECT DIRECTOR

(4 weeks prior)

* Meet CORE Training Staff (Coordinator(s), Logistics Specialist).

* Meet with Country Director and PTO to discuss goals of training, expectations of staff and trainees, hours of instructions, training content and other training related issues.

* With Language Coordinator, interview and select Language Instructor, define job descriptions and negotiate contracts.

* With PCD/PTO meet appropriate Government/Ministry Officials to discuss their expectations of volunteers and Agency's input into the training program.

* With PCD/PTO review job descriptions and contracts for all training positions.

  Review trainee Task Analysis, past training reports, volunteer reports, etc. and begin to compile detailed Training goals and objectives.

* Review individual job descriptions with all training staff.

* Review training budget with APCD/Admin. and establish procedure for controlling accountability.

* With Logistics Specialist begin developing training budget, including cost of lodging, food, supplies, transportation, etc.

* Inventory language, cross-cultural and technical training material, with appropriate coordinators to assess needs for training.

* With Logistics Specialist interview and hire kitchen staff, guards, laundry help, typist for training center. (Make sure Kitchen Staff obtain proper immunizations and instructions on food handling.)

* In consultation with revelant APCDs and Technical Coord. finalize selection of any need technical trainers.

* Assist Language Coordinator in designing and delivering Language Instuctors Training.

49

* Review existing training plans and designs (if any) recommendations, evaluations and update and change as necessary with other resources.

* Review contract with PCD/PTO for expectations of both parties, such as schedules and deadlines for delivery of documents and reportrs, pertient administrative procedures and the communication channels to be followed.

* With Logistics Specialist meet with APCD/Admin for budget orientation. Petty cash, payrolling, trainee walk around allowances, staff salaries, and other training related budget matters should be discussed.

* Check all training sites if possible. LOOK & TEST. With Logistics Specialist begin planning for Village/Community based portion of training. Review villages/communities submitted by PCD/PTO. Assess needs, make contact with Community Leaders. Discuss length of stay, Peace Corps' and communities' expectations, housing needs, payment, etc.

  If no Village stay portion of training, begin planning site vists and/or OJO (On the Job Orientation). With PCD/PTO compile list of potential sites, send letters to volunteers and/or Host supervisors inquiring whether they could/would host a site vistor. Be sure to include dates and length of stay. Submit estimated list of sites to Logistics Specialist so that site visit travel and per diem money can be ordered.

(3 weeks prior)

* Meet with staff conducting Staff Training to discuss expectations, content, length, times, dates, etc. Be sure Staff Training includes all components stated in Peace Corps Training Standards.

* If Project Director conducts staff training, design Staff Training in accordance with Peace Corps Training Standards.

* Monitor the preparation of training session plans ensuring the inclusion of final and enroute training objectives in each segment of training and integration with other components. All training session activities should be received by Project Director at least 12 days prior to start of training.

* Meet with Peace Medical Officer to discuss and design personal health maintance components of training to ensure integration with other components.

(2 weeks prior)

* Finalize designs of all coordinators. Assure integration of all training components and use of methodologies consistent with Peace Corps.

* Design and practice using with all staff; evaluation systems, assessment process and selection models.

* Deliver and or participate in staff training which should include: goals and philosophy of Peace Corps training, Peace Corps in-country (program, history, policy, etc.), principles and methodologies of adult learning, concepts of integrated training, refinement of training design and team builiding.

(1½ -1 week prior)

Plan medical orientation with Peace Corps' Medical Officer; set up immunization schedule; obtain medicines, and First Aide Kit; with PCMO plan procedure for medical emergencies.

* Plan schedule and provide orientation to Peace Corps and other dignitaries visit to the training site and discuss how their visits will impact on the on-going training process and assessment.

* On basis of Training Session Plans and component schedules, with CORE Staff finalize training design to ensure integration of one component with another based on overall training objectives.

(1 week prior)

* Preparation and submission of Training Plan and training budget to PCD/PTO for review. Provide APCD/Admin with copy of budget.

* With PCMO meet with kitchen staff to discuss, food preparation and handling, diet and to make sure of proper immunizations of kitchen staff.

* Confirm trainee arrival arrangements, and transport; prepare official letters to airport authorities if necessary with PCD or PTO. Plan for member(s) of staff to meet trainees. Develop orientation packets for trainees.

* Conduct staff meeting with all staff to discuss, vehicle policies, leave policies, payroll scheduling, Peace Corps policies, finalize training plan, discuss reporting system and frequency, reimbursements, etc.

PRE-TRAINING PLANNING RESPONSIBILITIES

LOGISTICS SPECIALIST

(4 weeks prior)

* Meet with Project Director to discuss and review job description.

* Review with APCD/Admin all arrangements and committments made by Peace Corps for housing, food transportation, village/communities, etc. Negotiate and finalize cost, payment schedule, forms of acceptable payment (cash or Purchase Order). Begin preparing necessary paper work.

* With Project Director interview and hire kitchen staff, driver, typist, laundry help, guards and any other necessary personnel for the training center.

* With Project Director begin developing training budget, including the cost of lodging, food, supplies, transport, etc.

Inventory all Peace Corps training supplies.

* Review past administrative training reports.

* With Project Director have administrative orientation with APCD/Admin. Discuss training budget, petty cash, payrolling, trainee walk-around allowances, staff salaries, and general accountability and liabilities of government funds.

* With Project Director begin planning for Village/Community based training. Review villages/communities submitted by PCD/PTO. Assess needs, make contact with Community leaders. Discuss length of stay, expectations of Peace Corps and clarify thoes of the community, housing needs, payment, etc.

* If not village based training, begin pl;anning for site visits or OJO (On the Job Orientation). Receive from Project Director dates, sites, length of stay, etc. in order to budget and prepare money for travel and per deim.

(3 weeks prior)

* Prepare purchase orders for food, transportation, lodging, per diem, etc. as necessary. Prepare and submit cash needs schedule to APCD/Admin.

* With Project Director establish vehicle policy; setablish scheduling system for use.

* Evaluate training center facilities needs, such as beds, sheets, stoves, kitchenware, typewriters, etc. Based on assessment, begin to purchase necessary articles.

* Prepare material procurement list.

(2 weeks prior)

* Attend and participate in staff training. Be prepared to discuss and define administrative operations for training program. Negotiate and finalize with staff all site arrangements, i.e. sleeping quarters, offices, supplies etc.

* Continue purchase and stockpiling of supplies for transport to training center.

* Determine ahead of time: How individual rooms will be assigned. Arrangement for offices. Arrangement for libraries.

(1 week prior)

* Move to training center. Begin set-up of kitchen, offices, library, marketing system, classrooms, sleeping quarters, laundry operations, etc.

* With Project Director preparation and submission of training budget to APCD/Admin.

PRE-TRAINING PLANNING RESPONSIBILITIES

LANGUAGE COORDINATOR

(4 weeks prior)

* Review past training reports.
* Review/research revelant training material, assess need for training.
* Review and analyze volunteer Task Analysis, TAC sheets, pre-training questionnaires and general correspondences to get an up to date description of the volunteer's job.
* Review volunteers' evaluations of past training program and recommendations for future programs.
* With prior approval of Project Director, interview appropriate Peace Corps Staff and volunteers regarding specific technical or training site needs of volunteers.
* Begin to compile training sessions objectives, session outlines, and relevant sequential scheduling.
* With Project Director interview and select Language Instructors.
* With Project Director design 3-5 day Language Instructors workshop.
* Design an evaluation/feedback instrument for measuring instructors performance. Discuss with instructors at workshop.
* Review and become familiar with methodology for trainee language evaluation.

(3 weeks prior)

* With the assistance of Project Director, preparation of training session designs where none exists with final and enroute objectives for each training activity. All training session designs should be turned in to Project Director at least (12) days prior to start of training.
* Continue reviewing training material. Begin duplication.
* Conduct Language Instructors' Workshop.

(2 weeks prior)

Attend and participate in Staff Training, which should include goals and philosophy of Peace Corps training, concepts of integrated training, time for refining session designs and team building.

* With Project Director finalize training designs for language learning to ensure integration with other components of training.

(1½ - 1 week prior)

* Continue planning training sessions and developing learning aides, i.e. case studies, critical incidents, visual aides, handouts, etc.
* Order, prepare, duplicate any additional language, technical and cross-cultural materials or publications.
* Reconfirm all dates and times with any quest speakers. Send written confirmation.

(1 week prior)

* Continue preparation of training materials.
* Ensure all materials are organized and packed for shipment to training site.

PRE-TRAINING PLANNING RESPONSIBILITIES

TECHNICAL COORDINATOR

(4 weeks prior)

* Review past training reports.
* Review/research revelant training material, assess need for training.
* Review and analyze volunteer Task Analysis, TAC sheets, pre-training questionnaires and general correspondences to get an up to date description of the volunteer job.
* With prior approval of Project Director, interview appropriate Peace Corps staff and volunteers regarding specific technical or training site needs of volunteers.
* Begin to compile technical training session objectives and relevant sequential scheduling.
* Review volunteer reports, technical materials and technical training aides for training. Review materials on file, resource library, etc.
* Identify potential resource people for technical training themes.
* With Project Director and revelant APCDs finalize any needed technical training needs.
* Begin planning of technical training site (if done outside of training site). Compile list of all supplies, materials and transportation needed. Outline all logistical considerations. Submit list of needed supplies for purchase to Project Director.

(3 weeks prior)

* In coordination with Project Director, preparation of training session designs where none exist with final and en-route objectives for each training activity. All training session designs should be turned in to the Project Director at least (12) days prior to the start of training.
* Continue reviewing training materials. Begin duplications.

57

(2 weeks prior)

* Attend and participate in staff training which include; goals and philosophy of Peace Corps training, principles of adult learning, concepts of integrated training, time for refining sessions designs and team building.

* With Project Director finalize training design for technical training and ensure integration of all training components.

(1 week prior)

* Continue planning training sessions and developing learning aides, i.e. case studies, critical incidents, visual aides, handouts, etc.

* Order, prepare, duplicate any additional technical materials or publications.

* Reconfirm all dates and times with any resourse people. Send written confirmation.

PRE-TRAINING PLANNING RESPONSIBILITIES

CROSS - CULTURAL COORDINATOR

(4 weeks prior)

* Review past training reports.
* Review/research revelant training material, assess need for training.
* Review and analyze volunteer Task Analysis, TAC sheets, pre-training questionnaires and general correspondences to get an up to date description of the volunteer's job.
* With prior approval of Project Director, interview appropriate Peace Corps staff and volunteers regarding specific cultural and training needs of volunteers.

  Begin to compile cross-cultural training sessions objectives, session outlines, and relevant sequential scheduling.
* Identify potential resource people for cross-cultural themes.

(3 weeks prior)

* In coordination with Project Director, preparation of training session designs where none exist with terminal and enroute objectives for each training activity. All training session designs should be turned in to Project Director at least (12) days prior to start of training.
* Continue reviewing training materials. Begin duplication.

(2 weeks prior)

* Attend and participate in staff training which should include; goals and philosophy of Peace Corps training, principles of adult learning, concepts of integrated training, time for refining session designs, and team building.

59

2 weeks (cont)

* With Project Director finalize training designs for the cross cultural components of training ensuring integration with other components of training.

* Reconfirm all committments with resource people.

(1½ - 1 week prior)

* Continue planning training sessions and developing learning aides, i.e. case studies, critical incidents, visual aides, handouts, etc.

PRE-TRAINING PLANNING RESPONSIBILITIES

LANGUAGE INSTRUCTORS

(3 weeks prior)

* Attend Language Instructors Training; which should include: Teaching Methodologies, Discussion and practice with assessment and evaluation instruments, familarity with teaching materials.
* Begin preparing instructional teaching aides. (visual aides, maps, charts, etc).
* Begin duplicating various teaching materials.

(2 weeks prior)

* Attend and participate in staff training.

(1 week prior)

* Continue preparing teaching materials. Collect all necessary supplies (chalk, chalkboards, paper, maps, etc.)
* Move to training center.

PRE-TRAINING PLANNING RESPONSIBILITIES

TYPIST

(3 weeks prior)

* Type, collate, reproduce any needed training materials.
* Coordinate with all training staff the preparation of all necessary learning materials.
* Prepare all purchasing orders for training materials with previous authorization of Project Director and Logistic Specialist.
* Make reservations and appointments as requested.
* Meet with Project Director to clarify roles and expectations.

(2 weeks prior)

* Assist Training staff with typing and distribution of training materials during staff training.

(1½ - 1 week prior)

* Set-up training center office. Inventory all office supplies and equipment. (typewriters, reproduction equipment, paper, pens, etc.)
* Establish filing system for training program. Files for reports, schedules, training session plans, etc.
* Establish trainee filing system.
* With Logistics Specialist prepare all necessary purchase orders.

PRE-TRAINING PLANNING RESPONSIBILITIES

KITCHEN HELP / SECURITY PERSONNEL

(3 weeks prior)

* With Logistics Specialist inventory available kitchen supplies; assess needs; based on assessment compile list of needed supplies for Logistics Specialist.

* (If Training Center vacant) Begin cleaning kitchen/dining facilities. Make sure all equipment is in working order. If gas is used make sure there is plenty of gas. If wood is used for cooking begin stock piling wood.

* Inventory all supplies to make sure enough is available (chairs, cups, spoons, tables). Enough should be available for each trainee and staff. Identify water source. Check storage facilities.

* Meet with Project Director to clarify roles and expectations.

  (If kitchen is to operate for staff training) Begin plans for cooking during staff training. Identify and order food and other supplies.

* Security personnel begin general cleaning of training center. Cut grass, secure locks on doors and windows, etc.

(2 weeks prior)

* If staff training is conducted at training center, begin preparing meals as outlined by Project Director.

* Chief cook begin planning weekly menus for training program. Begin to project on bulk needs (ex. rice, flour, oil, etc.). Compile lists for Logistics Specialist.

(1½ - 1 week prior)

* With Project Director and Peace Corps Medical Officer discuss food preparation/handling, diet, meal snack schedules.

* Review sample weekly menu with Project Dir. and Medical Officer.

* With Logistics Specialist discuss daily and weekly purchasing of food.

PRE-TRAINING PLANNING RESPONSIBILITIES

DRIVER

(3 weeks prior)

* With Project Director and Logistics Specialist set-up vehicle policy; establish scheduling system for use; begin repair and preparation of vehicle(s).
* Assist Logistics Specialist in purchasing training supplies and equipment.
* Ensure all training vehicles are in proper working order.

(2 weeks prior)

Assist Training Staff in duplicating any training materials.

* Pack training items for transport to training site.
* Assist Logistics Specialist in purchasing training supplies and equipment.

(1 week prior)

* Assist with move to training center. Help with moving supplies, equipment and personnel to training center.

ADMINSTRATIVE CHECKLIST

The countdown before trainees arrive is hectic and stress producing. Following is a checklist that will assist you in making sure that all administrative tasks have been taken care of.

PRE-TRAINING ADMINISTRATIVE CHECKLIST

HOUSING

Are the living arrangements for the trainees and staff settled, clearly understood by all parties involved, checked and ready for occupancy.

HOTEL

YES	NO		YES	NO	
___	___	* Does the hotel clearly understand the arrangements? Is there a written contract agreement signed prior to start of training?	___	___	* Is there safe storage space for trainees valuables?
___	___	* Have all rooms been checked by staff?	___	___	* Are doors and windows screened?
___	___	* Are there enough rooms?	___	___	* Is the water safe to drink? If not what plans are made for obtaining safe water?
___	___	* Are there adequate baths, showers, toilet facilities.	___	___	* Are laundry arrangements made with hotel? Who pays? Peace Corps? Trainees?
			___	___	* Are there adequate fire escapes, fire extinguishers, water buckets, etc.?

DORMINTORY

___	___	* Is there adequate room for sleeping and storage?	___	___	* Are there adequate showers, baths, toilet facilities in working order?
___	___	* Are the rooms secure? (locks on doors and windows)	___	___	* Is the water supply safe for drinking?
___	___	* Is the lighting adequate? (hallways, rooms, outside building)	___	___	* Is there adequate security if all staff and trainees leave the site for a period of time.
___	___	* Are doors and windows screened?	___	___	* Are there laundry arrangements? Are all these arrangements clear to all parties involved?
___	___	* Are there brooms and trashcans available?			
___	___	* Is there a ready supply of toilet paper?			

71

FAMILY STAY

YES	NO		YES	NO	
____	____	* Does each family clearly understand what is expected of them?	____	____	* Does families understand how long trainees will live in village/community?
____	____	* Have all agreements been arranged with appropriate village/community authorities and household heads?	____	____	* Have all the living sites been checked by staff before trainee arrival?
____	____	* Does each family understand how and when and by whom they will be paid?	____	____	* Have all laundry arrangements been made. Who is responsible? How will they be paid?
____	____	* Is the housing for trainees and staff located as to allow reasonable access to training facilities?	____	____	* Is there a laison between Peace Corps and the community?

POSSIBLE REQUIREMENTS FOR HOUSING IN VILLAGE/COMMUNITY

* An enclosed bath/shower area.
* Toilet facilities
* Private room for trainee
* Safe water supply
* Screens (optional)

FOOD

Are all cooking/dining arrangements settled and does everyone clearly understand the arrangements?

HOTEL

YES	NO		YES	NO	
____	____	* Are the meal arrangements clearly understood and settled with hotel?	____	____	* Have rules and regulation and guidelines been clearly articulated to staff and trainees regarding how much food can be eaten and what type if any cooking can be performed in rooms?
____	____	* Has a written agreement regarding payment been negotiated and signed prior to trainees arrival?	____	____	* Are there arrangements for special diets?

FOOD ALLOWANCES

YES NO

____ ____ * Is the food allowance adequate for meals?

YES NO

____ ____ * Are there resturants, cafes, eating

FAMILY STAY

YES NO

____ ____ * Do families know when the trainees are expected to eat?

____ ____ * Is the water in the village/community safe for drinking? If not have the families been instructed on proper procedures for preparing water?

YES NO

____ ____ * Are families expected to buy food for trainees or is there a system for providing food? Do families understand how it works?

PREPARED BY PEACE CORPS

YES NO

____ ____ * Is there an adequate number of kitchen staff to prepare food?

____ ____ * Is there a tentative weekly menu planned?

____ ____ * Does each meal provide sufficent food from the four food groups?

____ ____ * Is it clearly understood who orders and shops for food supplies and how often?

____ ____ * Have food supplies been located locally?

YES NO

____ ____ * Is the food ordered, reserved or purchased? Do you know what form(s) of payment is acceptable?

____ ____ * Is it known how many people will be fed? How many meals are to be prepared each day and how many days meals will have to be prepared?

____ ____ * Are there arrangements for special diets? (i.e. vegetarian,low salt, etc.)

PEACE CORPS KITCHEN

KITCHEN WORKERS

YES	NO		YES	NO	
____	____	* Have the cooks been hired? Is it an adequate number for the size of the group?	____	____	* Are the cooks aware of their roles and responsibilities including hours and days of work?
____	____	* Are all the cooks medically cleared? (Immunizations, TB test, etc.)	____	____	* Has the payrolling schedule been explained to all the cooks?
____	____	* Are the cooks experienced in food management and food preparation for large groups?	____	____	* Are the cooks aware of scheduled breaks and snacks/refreshments needed?
____	____	* Does the kitchen need to be in operation before the start of training?			

74

KITCHEN FACILITIES

YES	NO		YES	NO	
____	____	* Are the cooking facilities adequate for the size of the group?	____	____	* Does the facility have to be approved by local health or sanitation agency?
____	____	* Is there an inventory of all cooking utensils?	____	____	* Is the dining area large enough for the group?
____	____	* Is the water safe for drinking and cooking? If not how will safe water be transported to site? By whom? How often?	____	____	* Are there enough eating utensils? (i.e. spoons, cups, forks, etc.).
			____	____	* Is there adequate space for food storage?
____	____	* Are all essential cooking untensils ordered, reserved, purchased? What form(s) of payment are acceptable?	____	____	* Is the area secure, sanitary and free of insects and rodents?
72 ____	____	* Is there proper means for garbage and waste disposal?	____	____	* Has authority and responsibility been clearly articulated and delegated to those who are accountable for food supplies and equipment? 73

TRAINING

SITE

YES	NO		
____	____	*	Has a written contract agreement been negotiated and signed prior to start of training?
____	____	*	Is the training site accessable to P.C. Office.
____	____	*	Is there adequate meeting room space available?
____	____	*	Are there enough chairs?
____	____	*	Are toilet facilities available, operating and clean?
____	____	*	Are there recreation facilities available at site or space where facilities can be created? (i.e. volleyball, soccer, etc.)
____	____	*	Is there someone responsible for keeping the rooms locked and cleaned?
____	____	*	If using more than one training site, it the distance and time between each site reasonable?

OFFICE

YES	NO		
____	____	*	Is the office located close enough to the housing and training center?
____	____	*	Is the office large enough?
____	____	*	Is there an area for storing office and training supplies?
____	____	*	Are file cabinets available?
____	____	*	Is there a safe or file with lock for storing valuables, cash, trainee files etc.
____	____	*	Are there enough tables, desks, and chairs in the office?
____	____	*	Can the office be secured? Who is responsible for the keys?
____	____	*	Is there a bulletin board centrally located to post announcements?
____	____	*	Is there a system for incoming and outgoing mail?
____	____	*	Is there an inventory of office equipment and supplies?
____	____	*	Are all supplies and materials needed for training program at the training site?
____	____	*	Are facilities availabe for purchase of postal supplies?

ACTIVITIES

YES	NO		
____	____	*	Are training session plans complete for each individual session?
____	____	*	Do all training session designs clearly address the overall goals and objectives of the training program?
____	____	*	Is each component of training clearly integrated with other components of the program?
____	____	*	Are various components (i.e. language, cross-cultural, development issues) coordinated to ensure appropriate sequencing and relevance?
____	____	*	Does the Host Agency clearly understand how it has agreed to support the training program? Has someone been identified to carry out this support?

YES	NO		
____	____	*	Are arrangements made for language exams mid-way and at the end of training?
____	____	*	Is there a training plan with goals and objectives which meets approval of PCD/PTO and other revelant Peace Corps staff?
____	____	*	Does your training plan include an assessment/qualification process with a clear statement of criteria for trainee acceptance and suitability for volunteer service?
____	____	*	Is there a method for regular feedback to trainees from staff and from trainees to staff?

STAFF

YES	NO		
____	____	*	Are all roles and responsibilities cleary understood by all staff? (i.e. hours, days, etc.)
____	____	*	Are all staff contracts reviewed and signed?
____	____	*	Does everyone understand the payrolling system and schedule?
____	____	*	Are there time and attendance cards?
____	____	*	Are all staff insured?

YES	NO		
____	____	*	Is there a system for staff performance evaluation?
____	____	*	Is there a staff training design which reflects the training approaches of the country and Peace Corps?
____	____	*	Are all staff clear on the required reporting forms/system?
____	____	*	Are all staff cleared for insurance, driving permits, etc.?

STAFF (Cont'd)

YES	NO		YES	NO	
____	____	* Are all staff aware of their accountability for supplies and materials issued?	____	____	* Do all staff understand there role in the trainee assessment process?
____	____	* Have Peace Corps policies been explained to staff? (i.e. drug use, dating trainees, excessive drinking,personal property lose, etc.)			

ADMINISTRATIVE SUPPORT

YES	NO		YES	NO	
____	____	* Do you have a copy of the budget?	____	____	* Do you understand the use of the imprest fund?
____	____	* Is there a system for property management?	____	____	* Is there a system for paying trainees and staff?
____	____	* Is there an accounting system?	____	____	* Does all staff and trainees understand the

COMMUNICATION

YES	NO		YES	NO	
____	____	* Is there appropriate means of communication between Peace Corps and the training site?	____	____	* Is there a bulletin board for announcements?
____	____	* Can the Peace Corps Director and/or Medical Officer be contacted quickly in case of an emergency?	____	____	* Is there an emergency evacuation plan?
____	____	* Is there a system developed for in-coming and out-going mail?	____	____	* Is there a list for staff and trainees of who to contact in case of an emergency?

TRANSPORTATION

YES	NO		YES	NO	
____	____	* Is all transportation arranged to transport staff and supplies to training site?	____	____	* Is there someone responsible for vehicle(s) after hours? Do they understand their responsibilities and accountability?
____	____	* Is there transportation arranged and reconfirmed to move trainees from airport to training site?	____	____	* Is there an understanding of who will pay for maintance and up keep of the vehicle? (i.e. gas, oil, etc.)
____	____	* Is there a driver hired for training?	____	____	* Do you know who is covered by insurance?
____	____	* Have all times when transport will be needed throughout training been identified and reserved?	____	____	* Are the rules and regulations regarding use of Peace Corps vehicles clearly understood by trainees and staff?
____	____	* Are there vehicles availabe and in working condition for training?	____	____	* Are arrangements made to transport trainees to their sites at the end of training? Who makes these arrangements?
____	____	* Is there a vehicle scheduling policy for vehicle use? Has it been explained to staff?			
____	____	* Are all vehicles in proper working condition? (spare tires, tools, proper locks, etc.)			

Peace Corps training uses many training terms and concepts. It is important that all trainers understand how Peace Corps use these terms and what they mean. To accomplish this we have outlined the following definitions of the major training terms used by Peace Corps.

ADULTS AS LEARNERS

Institutions and agencies involved in the education and training of adults can enhance the effectiveness of their programs by making use of the growing body of research and theory on adult learning.

While several writers have defined characteristics of adult learners, the best known work in this area has been done by the Malcolm Knowles (1980). He has proposed the adoption of the term andragogy, the "art and science of helping adults learn". Central to a theory of andragogy are four assumptions about adult learners. Each of these assumptions has important implications for the training of adults.

A. Adults feel and act autonomously, they want to be seen by others as independent and self-directing. Adults will thus resist situations where they are made to feel inadequate or dependent. Adults can help diagnose their learning needs, plan and implement activities to respond to those needs, and ideally by a process of assessing the gaps that remain between the competencies they have and competencies they want.

B. The amount and variety of accumulated life experiences is a second characteristics. An adult's experience can become a learning reservoir for others; adults can and do instruct each other out of their own experiences all the time. Past experiences offer a basis upon which new learning can be built.

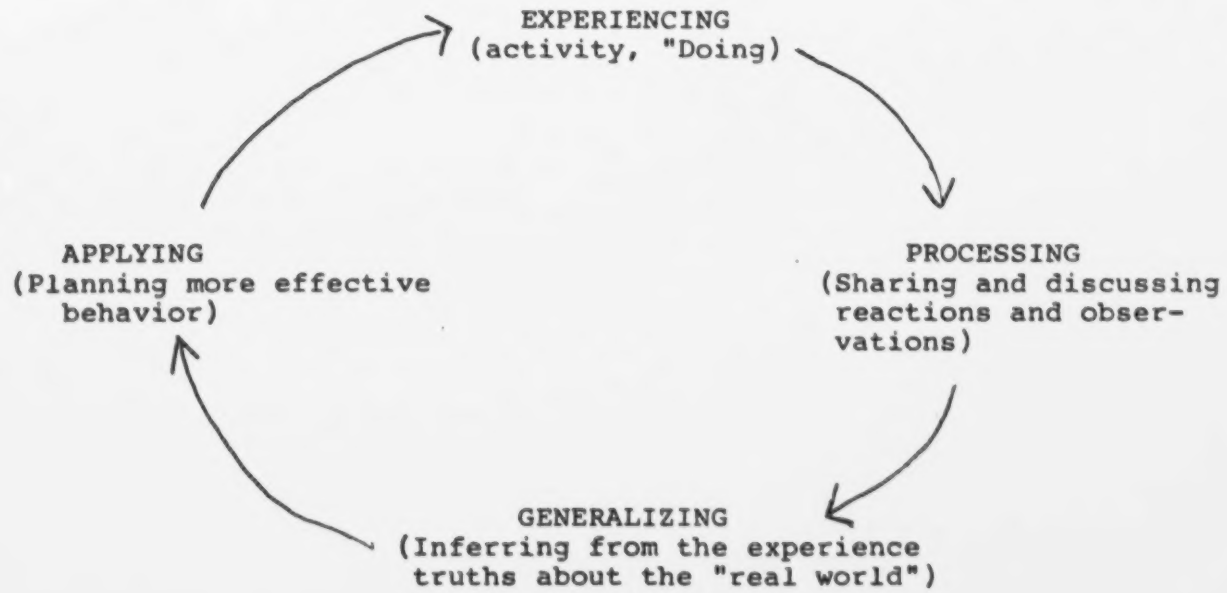
C. In addition to independence and experience, adult learners can be differentiate by their orientation to learning. Adults learn in order to immediately apply the knowledge to some aspect of their lives. Adult learning is problem-centered rather than subject-centered.

D. Closely aligned with the adult's orientation to learning is the fourth assumption underlying andragogy - the readiness to learn. Learning is most effective when a person is ready to learn.

EXPERIENTAL TRAINING METHODOLOGY

The experiential training methodology presents an innovative approach toward training. Experiental methodology incorporates a flexible structure of classroom activities, simulation exercises, and actual experiences in "real life" situations. Trainees' acquisition of knowledge and skills related to their work is facilitated by the trainers. The primary role of the trainer is one of creating learning environments which are stimulating, relevant, and effective. This learner-centered, experiential approach toward training allows the individual trainees to manage and assume responsibility for their own learning.

Experiential learning is exactly what the name implies--learning from experience. Experiential learning occurs when a person engages in an activity, reviews this activity critically, abstracts some useful insight from the analysis, and applies the results in a practical situation. The experiential process follows the following theoretical circle:



EXPERIENCING

This is both the initial activity and the data-producing phase of the experiential learning cycle. Experiencing is, in fact, an inherent element of living. In experiential learning, however, this activity of experiencing is linked to a process which includes interpreting the experience, drawing generalizations from it, and determining how to make use of the learning. The experiential learning process helps individuals to minimize subjective reactions, and draw out objective elements from their experiences.

There are a wide range of activities and exercises for providing trainees with experiences from which they may extract the data 'information) to process and make generalizations. Individual and ,roup activities used to facilitate the "experiencing" step include:

- role plays
- case studies
- films and slide shows
- sharing descriptions of specific experiences
- placing trainees in actual situations requiring them to react and/or perform
-allowing trainees to train one another

PROCESSING

This is a crucial step in the experiential learning cycle. During this phase, individuals share with others the specific experiences they had during the previous phase. This may happen on an individual basis, in small work groups, or in a full training group. Individuals share both their cognitive and affective reactions to the activities in which they have engaged; and during sharing, try to link these thoughts and feelings together in order to derive some meaning from the experience. Initially, the experience may or may not appear to be meaningful to the trainees, however this phase of the cycle allows them; to think through the experience and conceptualize the reasons for coming to such conclusions. The trainer's role as facilitator is 'ery important during this phase of experiential learning. He/she should be prepared to help the participants to think critically about the experience. In addition, it is the trainer's responsibility to help the participants verbalize their feelings and perceptions as well as draw attention to any recurrent themes or patterns which appear in the trainees' reactions to the experience. In short, the trainer's role involves helping the trainees conceptualize their experiences so that they have some concrete data upon which to draw conclusions and generalizations.

Processing establishes the context for the next phase of the experiential cycle which is "generalizing." Therefore, any experiences which trainees have during training, whether they are films, role plays, field experiences, etc., should be "processed." That is, trainees should be given time to reflect on such experiences in order to assess whether they help facilitate their learning.

Techniques used to facilitate the processing step include:

- group discussion of patterns and recurring topics and themes which arise as a result of individual experiences
- generating and analyzing data
- reporting
- interpersonal feedback
- interviewing
- trainees functioning as process observers

GENERALIZING

This phase involves drawing inferences from the patterns and themes which have been identified. Trainees determine how these patterns which evolved during the structured learning experience of the training sessions relate to the unstructured experiences of everyday life. In other words, the participants in the experiential process have the opportunity to identify similarities between the experiences within the training session and experiences which they can cite from the "real world." They are given the chance to see the relationships between training, their own personal goals and the life they will have after training.

Activities used to facilitate the generalizing step include:

- summarizing learning into concise statements or generalizations
- group discussions of and agreement upon definitions, concepts, key terms and statements
- individual and group response to questions like: "How do you think what you have done and learned in this session relates to your back-home activities?"

APPLYING

If learning is defined as a relatively stable change in behavior, it is the "applying" step in the experiential learning process that facilitates learners to modify future behavior. Drawing upon insights and conclusions they have reached during the learning process, trainees incorporate their learning into their lives by developing plans for more effective behavior.

Techniques and activities used to facilitate the "applying" step include:

- individual and group response to the question: "How might you use this learning to be more effective within the specific geographic and cultural setting of your assignment?"
- reviewing lists generated during preceding training sessions and making revisions which reflect new insights, plans and behavior
- modifying and/or developing plans of action, personal goals, and strategies for personal behavior modification

There are numerous advantages in using the experiential learning process. This approach permits active participation by all individuals involved. Consequently, it facilitates the acquisition of various competencies, which are best learned by "hands on" experience.

THE ROLE OF THE TRAINER IN EXPERIENTIAL METHODOLOGY

Sessions are conducted by trainers whose role in the training process is defined facilitators. As such, their primary responsibility is to provide the trainees with an effective and appropriate learning environment; and to facilitate an active process by which trainees determine and address their individual learning needs. This may be accomplished by facilitators who:

- encourage the active involvement of all trainees
- promote an atmosphere of cooperation
- provide linkages to other components of training
- assist trainees in making linkages between each training session
- encourage trainees to constantly relate training experiences to "real life" situations
- direct trainees toward materials and human resources they may require
- make themselves available to serve as resources, but do not establish themselves as experts who dispense answers

PUTTING TOGETHER A TRAINING DESIGN USING THE EXPERIENTIAL METHODOLOGY

In order to design a training session that utilizes experiential learning methodologies, a trainer must have a good understanding of what is meant by "experiential learning" and the principles of adult learning. Designing a good session involves careful planning of the experience, thought about the processing of the experience and completion of the learning cycle with generalizations and opportunity to apply new learnings.

The first step in putting together a session requires identifying a clear objective for the session. What is it you hope to accomplish with the session - at the end of the session what will the trainees be able to do, know or feel that they couldn't at the beginning? (see the section on Behavioral Objectives for assistance in writing objectives).

Once you have identified what the objective is, you can begin to select the appropriate learning activity. A learning activity is any structured event used during the session to provide trainees with information or experiences. i.e., lectures, films, case studies, hands on practical work, simulations, role plays.

The type of activity choosen for a session will depend on the type of learning desired. There are three types of learning: 1) knowledge acquisition, 2) skills development and 3) attitudinal changes. If your objective is for trainees to learn facts then your activity might be providing them with specific written or oral information. If you want them to learn a skill, however, you will need to provide an activity that allows them to practice the new skill.

Most Peace Corps Training attempts to address all three types of learning - volunteers need skills, knowledge and an understanding of their feelings and attitudes about a given situation.

Choosing the activity is the third step, which is followed in the training design by a processing phase. This is the time for probing questions and careful facilitation by you the trainer. Trainees need to share their feelings and ideas generated by the previous activity. This is often done in small groups or large group discussions.

Once trainees have had the opportunity to discuss or reflect on the activity, then you the trainer need to help them draw some tentative conclusions or make some generalizations about similar expereinces or activities. A training design will allow for groups to report out their discussions or the trainer to summarize the groups ideas.

Completion of the experiential learning cycle is done, when the training design provides trainees the opportunity to apply the new learning to a similar situation. If direct application is not possible, then the design must include some strategizing or planning for how the trainees would handle future situations similar to the one discussed during the session.

CO-TRAINING

Co-training immeasurably adds to the effectiveness of training programs and workshops. In fact, if a program is based on principles of adult education (e.g. active learning, highly participative knowledge and experience shared among all etc.) and utilizes experiential training methodolgy, co-training is almost a must. In this paper, co-training will be defined, and its advantages and disadvantages pointed out.

Co-Training - What is it?

Co-training is where two (could be more, but not usually) trainers work together to design and conduct a training session; however, it is much more involved than taking turns. It is two trainers who are merging their skills, expertise and experience to design, plan, and conduct a training session jointly.

The two trainers work collaboratively to design the training session, combining the thoughts of both to determine what they want the session to accomplish and what would be the best method to use. Once the design is prepared, the trainers then plan who takes the lead for delivering which parts of the session. One trainer takes lead responsibility for conducting a part of the session and the other serves as the co-trainer. Co-training does not imply any particular status or skill level difference between the two trainers. There may be skill level differences and that ought to be considered in determining which trainer does what; however, co-facilitation is not meant to set up a senior/junior trainer scheme.

Taking lead responsibility means that one trainer has responsibility for initiating all or most steps of the training session, assigning a role where appropriate to the other trainer, making certain that the training room is in order before the session, organizing hand-outs and other training materials and aids, monitoring time against the design, and so forth. This does not mean that the co-trainer does not do any of these or does not help; it simply means that one trainer takes lead responsibility for seeing that those responsibilities are all carried out by the team. Typically, lead responsibility would shift from trainer to trainer during the course of a session. This is a good to establish with the group the co-equal status of the two trainers.

hile one trainer carries lead responsibility, the co-trainer supports the lead trainer in many of the following ways: He or she assists the lead trainer with responsibilities delineated above and, during the session, the co-trainer observes the process closely to gauge how well the learning goals are being met, adds relevant points to augment discussion, steps in to clarify points, mointors small group tasks and assists where appropriate with the groups, helps respond to participant needs or requests, asks probing questions that the lead trainer might overlook because he/she is managing the whole session, helps the lead trainer become "unstuck", helps to allow a participant to enter the discussions, etc.

Many of these trainer interventions that are pointed out as co-trainer tasks can and are done by the lead trainer also -- however, leading a training session where one is concentrating on many different things at once while up in front of the group means that one occasionally misses an opportune point or a probing question that might yield fertile results or a shy participant who has been trying to enter the discussion for a few minutes and needs a nudge from the trainer. A co-trainer is in a perfect position to make these interventions because he or she is looking at the session from a different vantage point and is freed from the lead trainer responsibility.

When two trainers work well together, the interchange of roles and the timing and pacing of their interventions happens in a way that is luid and almost unnoticed by participants.

ADVANTAGES OF CO-TRAINING

This two member training effort has many advantages in addition to those implied in the description of co-training spelled out above:

1) It increases ratio of trainer to trainee, which is imperative in experiential training since, unlike more traditional training, the format relies on trainers facilitating and working closely with individuals and small groups to manage the learning.

2) Allows for sharing the work and reduces burn-out and fatigue.

3) Provides variety for participants since it is easier to get bored working with only one trainer.

4) Provides a quicker way to imporve a training session in that both trainers are analyzing, evaluating and thinking of ways to do it better next time.

5) Allows trainers to debrief sessions together and even let off steam caused by design problems or troublesome participants

6) In general provides a team approach to training.

DISADVANTAGES

Some of the disadvantage of co-training are as follows:

1) It generally takes more time to plan and debrief sessions with two trainers than it does with one

2) It can cause confusion if the trainers have significantly different perspectives on the subject at hand, especially if the trainers do not acknowledge their differences.

3) The trainers may have different rhythms around pacing and timing of interventions, and this can cause tension on the training team as well as a "jerkiness" during training sessions.

4) Co-training can result in too many trainer interventions, wheren the two trainers find themselves competing for upfront time or adding points to each others interventions in too many instances.

5) Co-trainers may have similar strengths and weaknesses which means they may both wish to do or avoid doing certain training tasks and they may both miss the same thing during a training session.

6) The pressure to use staff meeting time to move ahead with the design and make design alterations in order to reach the session goals may make it difficult for the trainers to give each other feedback and maintain a qualitative working relationship.

Most of the above disadvantages are indicative of a team that is not working well together. Many of these disadvantages can be fixed it the trainers take time to define their working relationship around important training points, and if they allot time to maintain the relationships. Of course, it is true that some trainers simply should not work together. Given that this is not the case, we believe that the attached co-trainer guide can prove useful as a way of providing some structure that a team would fine useful in building and maintaining an effective co-training relationship.

GROUP DISCUSSION

Description

Centered on a specific topic, problem or question, group discussion is an exchange of ideas among members of a group facilitiated by the discussion leader.

When is it a useful technique?

Group discussion is more useful when one of more of the following conditions are met:

* There is experience or knowledge on the subject in the group.
* There is a need to create new ideas or action from these experiences.
* There is a need for talking about personal values, attitudes or feelings that will lead to involvement.
* There are complex ideas to understand or make decisions about.
* There is a need to determine the participants needs.

The function of the discussion facilitator

The purpose of the discussion facilitator is to assist the group in doing its job. The facilitator helps set the stage, keeps the discussion moving along, develops wide participation, and assists the group in establishing a systematic approach to its task.

Some functions of the facilitator are:

1. **Setting the Group Climate.** The facilitator has an important part in developing the climate of the group. He/she should make sure group members have become acquainted with one another. This needs to be done early in the session. The informality of the facilitator and the building of a warm and friendly attitude toward all group members encourages participation.

2. **Stating the Question.** Clear phasing of the question, which the group is being asked to discuss, is important to focus the group's attention on its basic task and purpose. A well stated question stimulates constructive and creative group participation.

3. **Encouraging Group Participation.** The group leader can encourage group participation by:

   a. Keeping aware of individual's efforts to be heard and by providing them an adequate opportunity to contribute. This includes calling the group's attention to unheard contributions.

   b. Helping the group understand the meaning and intent of individual contributions.

c. Maintaining continuity of group discussion by pointing the relationship of similar ideas offered by different group members.

d. Encouraging inter-member discussion rather than member-facilitator discussion.

e. Conveying acceptance by exhibiting a non-critical attitude and by refraining from evaluating member contributions.

f. Don't let anyone take over and monopolize the discussion and don't rely on those who are always articulate and eager to talk. Try to bring in those who aren't talking by making them feel that their contribution would be welcomed by the group. Call on people by name when you know that they are trying to get in, or when you are sure they won't be embarrassed by being called upon.

g. Keeping the discussion on the subject. Some diversions may be fruitful, but only insofar as they can be related before too long to the main topic.

h. Helping the group bring out logical fallacies and errors of reasoning. It would be a mistake to try to push too hard, or move too fast along these lines. The facilitator should not fit the discussion rigidly into a preconceived pattern, nor use cross-examination where the result is to make people look foolish.

4. **Utilizing Group Resources.** In most groups, participants have special knowledge and skills which are useful to the group. The facilitator should become aware of these resources and make sure they are available to the group. He/she should not, however, permit such resource people to dominate group discussions.

5. **Keeping the Discussion Moving Along.** A good brisk pace is desirable, but don't move it faster than the group wants to go; patience is an important attribute of the good facilitator. It is also an important for the facilitator to use the time well.

6. **Testing for Group Consensus.** The facilitator can assist the group in developing consensus by occasionally reviewing points developed during the discussion and by summarizing what appears to be the group's conclusions.

7. **Summarize the Group's Conclusions and Ideas.** At the end review and reinforce the learning that you intended to draw from the discussion. It is important that the facilitator remains impartial during the discussion so that this function of summary and review can be clearly heard by the participants. (Be careful not to give answers or give personal opinions as "facts" during the discussion or this will decrease your impartiality and thereby decrease participants' ability to hear your summary.)

How to lead a discussion

1. Set the Climate

Start on time.
Try to make the group feel at ease.
State the general purpose of the discussion. (It is assumed that you have specific learning objectives and this technique is appropriate.)
Announce the topic clearly and concisely.
Explain the discussion procedures and define its limits.

2. Guide the Discussion.

Encourage participation by all members.
Control the over-talkative member.
Draw out the shy member.
Don't allow one or more members to monopolize.
Deal tactfully with irrevelant contributions.
Avoid personal arguments.
Keep the discussion moving.
Keep the discussion on the subject.
Summarize frequently.
Use audio-visual aids if available.

3. Summarize the Discussion.

Review the highlights of the discussion.
Review the conclusions which have been reached.
Make clear what has been accomplished by the discussion.
Restate any minority viewpoint.
Get agreement for any action proposed.

Types of questions and their uses in group facilitation

The Uses of Questions

To get all members of the groups involved in the discussion.
To draw out quiet or shy members.
To start people thinking.
To awaken interest.
To find out what previous knowledge of the subject members may have.
To keep the discussion moving.
To keep the discussion on the subject or bring it back to the subject.
To recall a "wandering" mind.
To stop private conversations.
To prevent monopolization by one member.
To draw out members' experience which may be relevant and helpful.

95

To pull a "difficult" member in place.
To get each member to hear a range of opinions all different from his/her own.
To highlight important aspects of the subject.
To check on the group's assimilation of the subject matter.

The Types of Questions

Broadly speaking, there are two types of questions:

1. The **general question** (sometimes referred to as the "overhead" question) is addressed to the group as a whole. The facilitator wants to stimulate thinking by **all** members of the group. If he/she names the person who is to answer before he/she asks the questions, he/she is simply encouraging all the other members to go to sleep while the "victim" tries to answer. If he/she puts the questions to a group as a whole, every member of the group has to think. In addition, by using a direct question too early in the discussion, it may embarrass members of the group by asking them questions which they are not yet ready to answer.

2. The **direct question** is addressed to an individual by name. It has definite advantages in certain circumstances, but it must be used with great care. It could, for example, put the person to whom it is addressed in the very uncomfortable and embarrassing position of having to reply when he/she just does not have anything to say. On the other hand, if there is an acknowledged "expert" on the topic under discussion in the group, the direct question can be used to draw upon his/her experience. It can also be used to draw a shy member into the discussion, but in this case the question should be carefully chosen and be one which he/she is pretty sure to be able to answer. It can also be used to break up private conversations or to interrupt a "monopolizer" (i.e., by asking someone else to comment).

Note that it is a useful technique to phrase the question as a general question first, pause to allow all the members of the group to think, and then name the individual who shou answer; e.g., "What do you consider the basic reason why this situation arose?" (pause) - then call the name.

Another form of the direct question is what is sometimes described as the "pick-up" question. This is used to refer back to a contribution which got passed over in the "heat" of the discussion. This frequently happens with a contribution from a shy member who may speak rather quietly and be interruped by a more aggressive or more vocal member. The important thing is that the facilitator should make a mental note at the time and come back to the point later if only to give recognition of the contributor. Here is an example: "I believe that you were saying a few minutes ago, Peter, that you found a new way of dealing with this particular type of problem. Would you like to tell us a little more about it?"

It's stated that every question is either a general question or a

direct question. In addition, questions can be further divided into a number of categories. A few are described below.

An **open question** is expressed in very broad terms and is capable of a wide variety of answers. It is usually prefixed by who, what, when, where, how or why.

"Who should be responsible for taking action on this type of situation?"

"Why is it important that a volunteer understand his/her role in the developmental process of a country?"

"What are the advantages of counterpart training?"

A **factual question** seeks facts, information, data, etc.

"How many people have attended a previous training course?"

"Which of you have previous Peace Corps experience?"

A **re-directed** question is used when members of the group put specific questions to the facilitator. The facilitator, should, whenever possible, re-direct them to other members of the group. This keeps the group active and prevents a dialogue between the facilitator and one member.

In the case of a **rhetorical question**, the facilitator does not expect the group to answer and the group knows this. They know that either no answer is required or the facilitator will answer it, **e.g.** In these circumstances what else could I do but go along with my supervisor?"

In a **leading question**, the answer is implicit in or suggested by the question, **e.g., "This type of behavior is quite unacceptable, isn't it?"**

There are many other categories of questions including, for example, imperative, exploratory, provovative, controversial, and ambiguous, but the categories dealt with above are the most important. Of the five categories, the last two, rhetorical and leading, have no value in facilitating. They do not provoke the group members to think and they do not stimulate further discussion. In any case, the leading question is usually considered slightly "improper". Try to pose questions in the "open" or "neutral" or "non-directive" form.

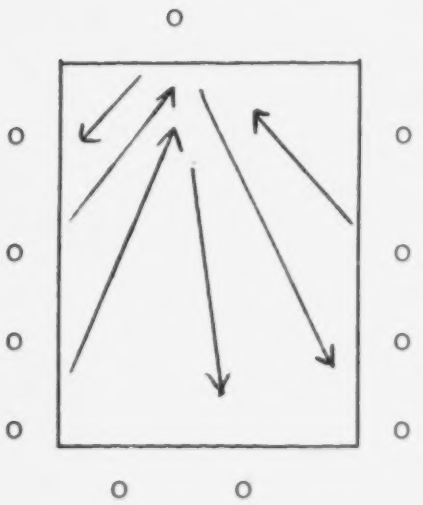
General Hints on the Use of Questions

1. Questions should be brief, clear and simply worded.
2. Direct questions should be distributed at random. A fixed order, e.g., clockwise around the group, should be avoided at all costs. They should also be well distributed among the various members of the group.
3. Questions should, as far as possible, cover one point only.
4. Questions should, where possible, be related to the ability and experience of the person to whom they are addressed.
5. Having asked the question, give the members of the group time to think befor expecting an answer.
6. Don't use rhetorical or leading questions to try to get out of a difficult or awkward situation in the group. This is more likely to make the situation worse.

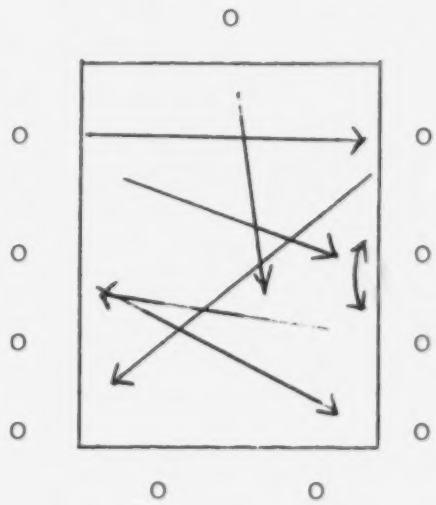
Using Questions to Establish the Right Pattern of Discussion

Finally, on the use of questions, here are two diagrams which gives us a bird's eye view of the pattern of discussion we are trying to achieve.

NOT THIS



BUT THIS



98

ROLE PLAYING

Description

Role playing is creating a "real" situation for people to assume an identity other than their own. The participants in a role play improvise a script as they go along. The roles are created so that there is a particular problem or joint task between two or more roles which require people to do something together.

When is it a useful training technique?

In training for skill development, role play is the logical choice. Role playing allows participants to practice their skills in dealing with the situation or helps participants understand the complexity of the situation as well as the skill required.

Additionally, role playing can be helpful to respond to attitude objectives. Because it is involving, participants explore their personal reactions and feelings when talking about the experience. Not only do participants learn about themselves, they also have an opportunity to become aware of the "other" players' point of view. Finally, role playing is a technique that allows for the level of complexity of real life.

Types of Role Playing

Structured Role Playing

In this type, the trainer selects both the situation and the roles to be enacted, and specifies the goals of the activity. This type of pre-planned role playing provides very well written and well planned materials that describes the roles and situations to be enacted and elicit responses from the observers. This type of role playing requires a great deal of time and effort from the staff during the planning stages to create a role play that is as real to everyday life situations.

Spontaneous Role Playing

This approach relies on problem situation arising from group discussion without advance planning by the trainer. In this instance, the enactment itself serves as the "briefing" to the group on the problem and situation.

Both structured and spontaneous role playing relate to learning through (a) doing, (b) imitation, (c) observation and feedback and (d) analysis. Role playing represents a form of experiential learning.

How to Construct a Role Play

Pick a situation that is realistic to the training participants, and consistent with the learning objectives.

Define the problem or issue in the situation that the players will have to deal with.

Determine the number of role players needed.

Develop the specific roles for each person by answering these questions:
-what is this person like?
-what is important about their background?
-how do they feel about the other "people"?
-how do they feel about the situation?
-what do they think about the situation?

How to set up a role play

From the trainer's point of view, the first role playing is cruicial. It is at this time that the group's attitudes to the technique will be determined and their future performance as role players will be settled. The role playing session should start by the trainer briefing all the participants. He/she should outline the situation that is to be the basis of the role playing and should give a concise description of the characters involved in the situation. This being done, the players then acts out the situation, making up their lines as they go along. At the end of the scene, the players are debriefed and the rest of the group discuss what has taken place during the scene, the motivations of the people involved, and why the scene developed as it did.

In a role playing situation that is effectively handled, not only the role players, but also the whole group becomes involved, and this involvement often carries over to the discussion thereby enriching and enlightening it.

If the trainer wishes to involve the whole group further, he/she may give member of the group definite tasks to carry out during the scene. For instance, one member of the group may be required to note the gestures and mannerisms of the players, another may be briefed to listen for significant remarks, and yet another may be asked to try and spot focal points of the drama.

It is also possible to use the role play in small groups, having several role plays occuring at the same time. This is harder to manage the process of the learning, but has more people directly involved.

Regardless of the number of role playes and types of participation, you start all role plays the same way:

* Describe the prupose for the role play.

* Describe the situation briefly and clearly, even if prepared written roles are used.

* Unless everyone is participating, select the role players. Take care in assigning roles (e.g., do not chose people who might overidentify with the problem, etc.)

* Brief the role players. Allow time to understand or read the roles. Tell role players to make up facts or information not covered in roles or that they forget but which seems necessary. Do not try to "stump" the players. Do not "overact."

* Assign tasks or structure what the group or the observers should look for.

* Set the scene. Label props (if used) and placce role players to define the physical situation and mood. Help relieve tension/anxiety of players by smiling, making physical contact, and checking readiness.

* Don't allow the role play to go on too long.

Remember, most of the common problems in managing role plays can by avoided by a carefully prepared and delivered introduction.

<u>How to monitor the role play</u>

* Start the action. When several groups are involved all should start at the same time.

* Stay out of the line of vision o the role players. Quietly observe.

* Coach only if absolutely essential - if role player have difficulty getting started, breaks role, etc. (Unless you are using a "stop action" role play procedure where you have explained beforehand that you will be interrupting the role play at various points to discuss or add information or switch roles.)

* Cut the role play. Try not to be abrupt. Don't continue too long often the role play will arrive at a natural end point. Just a few minutes of interaction can provide data for a long discussion, so don't overload the audience.

* Thank the role players using their **real** names. This removes them from their roles and provides a bridge to the discussion to follow.

How to process a role play

* Allow role players to comment before the audience. Between the players, allow the person who "had the responsibility for solving the problem or being in a difficult situation" to go first.

* Open discussion to audience and/or observers. Try to trace the way the situation and interaction developed;why the role players behaved as they did; how it might have gone differently to achieve a better outcome.

* Encourage audience/observers to describe their own feelings as certain events occured, rather than only analyzing the behavior of the role players.

* Summarize major issues and tie these to role play purpose. (Do not evlauate the acting ability of the role players or ge stuck in their interpretation of their roles. Rather, stay focused on what the role play contributes to the understanding of the situation.)

CASE STUDY AND CRITICAL INCIDENTS

Description

Case study and/or critical incidents are problem identification, problem solving activities.

Both the case study and the critical incident are descriptions of situations which are as close to reality as possible. The case study is usually complex and contains several sets of information from a variety of sources. The critical incident is very short and simple and provides a limited amount of background information. Either technique may or may not demand a decision or resolution at the end of the exercise. In both techniques the focus should be on thinking, talking, and deciding about the many ways of solving the problem, and analyzing the factors which may have contributed to the situation.

When is it a useful technique?

Case studies and critical incidents are useful when the learning goal is to proactice analyzing a complex set of factors of a specific situation or problem. It assists in developing participants' analytical and problem solving skills and provides the basis for discussion of alternative solutions to a central or common problem. These techniques also are useful in giving participants a chance to practice a method of tackling difficult problems before he/she is personally involved in a "real" situation that may be difficult, confusing, frightening or overwhelming.

How to construct a case study or critical incident

A case study starts with the identification of what you want participants to learn. Then a situation, tasks, and time period are selected which will include all the aspects you want participants to consider. Examples of these might be a meeting, the handling of a complaint, or one day in the life of a volunteer. Characters are developed through the writting of sample dialogues, letters and any other paper that will give the appropriate setting and personal information.

These guidelines below will be helpful in developing a case study or critical incident. Remember the critical incident may, in fact, be only a two or three sentence description of a problem situation so some of these guidelines may not be as applicable.

* The case study is a description of a specific situation, near to reality as possible (with names changed to protect the innocent).

* The focus is on experience, therefore an actual situation where action/decisions can be made.

* The discussion centers in an actual, multi-faceted situation.

* Case studies emphasize the particular rather than the general as much as possible.

* The participants are to feel that they have had the experience the case study describes.

* Therefore the case study must be of interest so the participants can "get into it."

* The reader individual or the reader/group do the decision-making. There are usually no observers or spectators in the group.

* The decision making process itself can be dissected and analyzed as the group moves toward a solution.

* Ideally, the case study method when used well gets the participant in the habit of making decisions.

* If a time-frame is established i.e. 60 minutes, 2 hours, etc., decision-making includes use of time.

* Case studies are best when they come as close to reality as possible; therefore, they should reflect day-to-day and decision-making with opportunity for differences of opinion. Resolving those differences of opinion into consensus or majority-minority decision is part of the task.

How to use a case study

After the participants have read the materials and made their analysis the trainer leads a group discussion to draw out the learnings. Sometimes it is useful to have small groups discuss the materials initially and report to the large group as a means of beginning the large group discussion.

BEHAVIORAL OBJECTIVES

In order to accomplish the overall goals of training, time and special attention must be given to planning each session. Clear and concise objectives must be stated at the start of training. These objectives will help staff understand what steps are needed to reach the final goals and will help in the planning. Providing trainees with objectives will help them understand what he/she will accomplish by the end of training and will provide them with measurable signs of their progression.

Writing behavioral objectives is a fairly easy task once the basics are understood. Before actually writing the objectives you should do some background research into the volunteer assignment and existing training designs and previous objectives. Once you know what will be required of the volunteers, you can begin to write up the training objectives.

The following section outlines what behavioral objectives are, how to write them, and gives you a sample training session plan.

BEHAVIORAL OBJECTIVES

* WHAT IS A BEHAVIORAL OBJECTIVE?

A BEHAVIORAL OBJECTIVE is a way of describing the objectives of a training course in terms of what the trainees should be able to do at the end of that training.

A BEHAVIORAL OBJECTIVE must be stated clearly and precisely so that everyone who reads it will know exactly the desired outcome of the training program. By ensuring this precision, at the end of the training program everyone can easily agree whether or not the objectives of the program were achieved.

* WHY USE BEHAVIORAL OBJECTIVES?

The main advantage of BEHAVIORAL OBJECTIVES is their exactness in giving direction to a training program. By knowing exactly where you want to go, it is easier to determine how to get there. Clearness of goals also mke it easier for trainers to communicate among themselves and cooperate on a training program. Thus each trainer can support the achievement of another trainer's objective, even while teaching his/her own.

BEHAVIORAL OBJECTIVES are action oriented and thus ideal for Peace Corps training, in-service job training and informal counterpart training.

BEHAVIORAL OBJECTIVES are people-oriented since they focus the trainer on constantly trying to improve the course as it goes along and to improve the training inputs from one session to the next.

BEHAVIORAL OBJECTIVES are responsiblity-oriented, since they encourage both the trainer and the trainee to take the responsibility for achieving the objectives of the training.

* HOW SHOULD BEHAVIORAL OBJECTIVES BE WRITTEN?

A BEHAVIORAL OBJECTIVE should be a statement of what the trainee will be able to do at the end of the training program. In order to ensure that every objective is written in these terms, there are three basic rules which must be followed. Any training objective which violates any one of these rules is NOT a behavioral objective.

A statement of a training goal is a BEHAVIORAL OBJECTIVE if it meets the following conditions:

a) BEHAVIORAL OBJECTIVES must state what behavior is desired as the outcome of the training. They must specify what the trainee will be able to do at the end of the training that he/she was not able to do before the training.

b) A BEHAVIORAL OBJECTIVE must state the desired outcome of the training in terms of observable measurable actions. Only actions (behavior) can be observed and measured and only by observing and measuring actions can the trainer determine whether or not the instructions were successful.

c) The TRAINEE must be the subject of the sentence. That is, BEHAVIORAL OBJECTIVES are written in terms of the trainee's action. The objectives should not specify what the trainer must do but only what the trainee will be able to do at the end of the training.

CHARACTERISTICS OF BEHAVIORAL OBJECTIVES

A. A BEHAVIORAL OBJECTIVE MUST FOCUS ON THE GOAL OF THE TRAINING.

This means that BEHAVIORAL OBJECTIVES are concerned with what the trainee will be able to do at the end of training. BEHAVIORAL OBJECTIVES only describe the results desired from a given training program. They do not describe how to go about achieving these results. Different trainers may have different ways of achieving the same results, but the objective is concerned only with stating what the results will be.

A statement which describes the action to take place during a training session is not a BEHAVIORAL OBJECTIVE. It is merely a description of the learning activities by which the trainer intends to achieve that objective.

(Example of a NON-BEHAVIORAL OBJECTIVE)

> Trainee will be given the opportunity to have actual practice in doing field work related to theories taught in class.

"Practice" is not an objective; it is a learning activity, a way to achieve an objective. Thus the above statement is unsuitable as a behavioral objective.

(Example of a BEHAVIORAL OBJECTIVE)

> Trainee will be able to do community development field work, using extension education techniques as described in the manual on extension education.

This is only one possible way of converting the first example given above into a Behavioral Objective. Since non-behavioral objectives tend to be very vague, there are a number of different ways of interpreting them. However, notice that in this example, the END result of training is emphasized "trainee will be able to do ..." at the end of the training program.

B. A BEHAVIORAL OBJECTIVE MUST HAVE AN ACTION VERB.

This means that the trainee must do something that one can see and measure. If one cannot observe what the trainee does, then how can one evaluate whether or not he/she is doing it correctly?

Following are some EXAMPLES of forms in which Behavioral Objectives are usually written:

Trainee will be able to_____

When presented with_____, trainee will_____

Under the following conditions, the trainee will_____

At the end of training, the trainee will_____

In the blank space there should a verb indicating an observable measurable action. It must be a verb that describes exactly what the trainer wants the trainee to be able to do.

Following are two lists of verbs. One list contains verbs which are observable, measurable action and therefore appropriate for use in BEHAVIORAL OBJECTIVES. The other list describes things which we cannot see or measure and therefore unsuitable for behavioral objectives.

ACTION VERBS	VAGUE VERBS
Do	Know
Tell	Understand
Write	Appreciate
Describe	Have
List	Comprehend
Demonstrate	Be Aware
Conduct	Feel
Organize	Believe
Explain	

Sometimes, an objective seems to be written in the proper form, but it is not really a behavioral objective, because the verb used is not an ACTION verb and therefore not observable and measurable. Following is an example.

(Example of NON-BEHAVIORAL OBJECTIVE)

Trainee will be able to understand the cause of the pollution problem.

This is not non-behavioral objective because the word "understand" can not be measured.

Yet it is possible to re-state this objective in ways trainees' understanding might be observed and measured. Trainees might be required to list, explain, describe or in some other way demonstrate that learning has taken place.

Following is an example of one possibility.

(Example of a BEHAVIORAL OBJECTIVE)

Trainee will be able to list the major causes of pollution problem in-country as described in the training program.

C. IN A BEHAVIORAL OBJECTIVE, THE TRAINEE MUST BE THE SUBJECT OF THE SENTENCE

A BEHAVIORAL OBJECTIVE is concerned with what the trainee will be able to do, not with what the trainer will do. Therefore, a BEHAVIORAL OBJECTIVE must have a subject for the sentence, as well as an action verb. If an objective has no subject, then one cannot be sure who is expected to do the action.

(Example of NON-BEHAVIORAL OBJECTIVE)

To discuss the pollution problem and list its implications.

Who is going to discuss the pollution problem? The trainer? The trainees? A guest speaker? The radio? From this objective it is not clear, because no subject is stated. Therefore, it cannot be called a Behavioral Objective.

(Example of a BEHAVIORAL OBJECTIVE)

Trainee will be able to explain the pollution problem and list implications to a group of secondary school students.

This is only one possible way of interpreting the previous example in order to make it a behavioral objective. Trainee has become the subject of the sentence.

The following BEHAVIORAL OBJECTIVE fulfills the three requirements for a properly written objective.

The trainee will be able to prepare a lesson plan which incorporates all of the five teaching learning principles.

* It describes what the trainee should be able to do at the end of the training: "The trainee will be able to prepare a lesson plan..."
* It contains an action verb describing an observable , measurable behavior: "The trainee will be able to prepare a lesson plan..."
* The trainee is the stated subject of the sentence: "The trainee will be able to prepare a lesson plan..."

MAIN POINTS ABOUT BEHAVIORAL OBJECTIVES

A statement or a training goal is a Behavioral Objective if it meets ALL to the following conditions.

* A BEHAVIORAL OBJECTIVE describes what the trainee should be able to DO at the end of the training.

* A BEHAVIORAL OBJECTIVE contains an action verb describing OBSERVABLE, MEASURABLE behavior.

* In a BEHAVIORAL OBJECTIVE, the TRAINEE is the subject of the sentence.

Integrated Training: Effective Volunteer

As the philosophies and approaches of Peace Corps training efforts have evolved over the past few years, the phrase "integration" (and a lot of related phrases such as "integrated training design" or "integrated training") has become a regular element of the vocabulary of the Peace Corps training network.

One of the persistent problems in Peace Corps training is the compartmentalization of training components into (primarily) language traiing, technical training, and "all the other stuff". Integration is the process which facilitates the understanding of the relationships among constituent elements of a training experience, and which unifies those elements into a logical developmental learning process.

Integrated training is intended to avoid situations like the four blind men who were taken to the zoo, and came upon an elephant. The first man, standing at the head of the elephand, grasp the trunk, and decided, "Oh, an elephant is a fat, snake-like creature which can drip water out of its tail." Another blind man, standing at the side, reached out to its stomach, and determined, "An elephant is a round, balloon-like creature with a very tough skin." The third man put boht arms around one of the elephant's legs and said, "Why, an elephant must look very much like a large tall tree trunk." The last blind man was led to the elephant's tail. Grabbing the tail, he commented, "An elephant is a long, thin whip-like creature with wispy hairs on its head."

Integrated Peace Corps training enables trainees to understand the "elephantness" of their eventual role as volunteers: their ability to communicate, to work effectively in development, adapt to the demands of norms of a new culture, and accomplish their daily tasks in education, agriculture, community development, or their particular specialty, are all parts of the same whole. Training needs to practice what it preaches, by interweaving the knowledge and skills needed to perform effectively as a volunteer through the totality of the training experience.

Very few individuals involved in designing and delivering Peace Corps training, particularly those whom have themsleves served as Peace Corps volunteers, would dispute the above arguments. The difficulties we have seen in the field, in terms of actually implementing "integrated training", have often resulted form a lack of specific strategies to apply these principles in the training itself.

The purpose of this discussion is to assist individuals in "integrating training" by providing a framework for understanding how to integrate a particular training experience, by examining the different levels at which training integration occurs, and by providing examples of "integrative" training experiences in Peace Corps training cycles.

To examine a training cycle for integration opportunities, it is necessary to look at the several levels of learning activity which occur continously and simultaneously during a training event.

DESIGN

The design or schedule level consists of the structure, order or sequence of learning activities. The order of presentation communicates distinct messages about both the relative importance of the relationship among various segments of the training experience. An integrated design would inter-relate all modules or sessions within a common conceptual framework or developmental sequence, intelligible to both trainers and trainees.

At the design level, the most obvious way to integrating components of a training design is by appropriate sequencing of modules of sessions. An integrated design would intersperse technical training, language sessions, and materials dealing with interpersonal, cross-cultural and developmental skills throughout the entire cycle. The sessions should be organized in order to demonstrate logical relationships among the particular sessions, to give trainees a sense of coherence and to appropriately structure the learning progression. For example, a training day might include a technical session in the morning, where a Ministry of Health official discusses childrearing practices in the region, followed by a session on information gathering and filtering (as a development tool) which leads into a village visit to observe the parenting behaviors of the host village, all of which concludes with a group discussion/process of the experience, and skills practiced, as well as the cultural norms and values evidenced through this sequence of activities.

Sound training design depends on the ability to relate individual activities or content areas to an overall logic, flow or pattern.

This pattern or framework must be understood by both trainers and trainees. Most training is intended to be developmental, that is, the elements of a training build upon each other to ensure the most effective accumulation of knowledge, skills and attitudes to achieve a particular objective or set of objectives.

Developmental sequencing can be focused on either knowledge or skill areas, depending on the overall objectives and training population. In either case, however, an integrated and developmental approach requires that the skill or knowledge be introduced and reinforced at appropriate intervals throughout in the training in a variety of settings and situations. For example, the skill of "information gathering and filtering" might be introduced in a session conducted during in-country orientation activities. The skill might be reinforced throughout the training by applying it to identifying and examining cross-cultural health practices, to discussions of the appropriate role of a volunteer in aiding the development processes within the host country, to processing the information gathered during the visits of the Ministry of Health officials and current PCVs, and also to learning about the volunteer's job site and description.

That logic can also be based on an overall conceptual model or theory which underpins the training experience. For example, a training in effective problem solving might begin by laying out the six steps of problem solving, and proceed to devote a particular amount of time to addressing each of the six steps in terms of a specific rural development situation.

In addition to placing the overall blocks of training time into an order which encourages interaction among the various concepts, themes and experiences, other design options include threading a particular element of one training session into several other following sessions, and building upon those connections. Case studies, field trips, role play situations, all lend themsleves to being continued through a sequence of "cross-cultural", "technical" and "language" sessions, to reinforce the point that the divisions we create in training are arbitrary. Coupling is yet another design appraoch to integrating: by juxtaposing two sessions and using the content of one session to facilitate the process of the other, you stimulate the establishment of connected learnings. For example, a discussion of effective helping skills might precede, or follow, a technical training session in preparing small vegetable garden plots. The technical training experience might then be exsmined in terms of the helping/ consultation roles examined during the first session. The trainees might be asked, "While you were bing taught to prepare your plot, what was the style and role of the instructor? How did you feel? How well do you think you learned? Would another style have been more productive at that particular point in time? Put yourself in the role of a local farmer--how migh he or she feel in that particular situation?" and so on.

TRAINER TEAM PERFORMANCE

The trainer team performance level raises questions of training assignments, cross-fertilization and co-training among team members, as well as modeling behaviors which enhance and suggest integrating, rather than segmenting training experiences.

In terms of the old "practice what you preach" issue, the behavior of the training team, and of individual trainers, can make or break the creation of integrated training. The training team can demonstrate its commitment to integration in a variety of ways: first, trainers can facilitate a session outside their perceived "specialty". For example, a technical trainer can facilitate (or at least co-train) a session on cross-cultural communications skills. A language coordinator might lead the session on women's roles in development. If this type of cross-training is difficult for a training staff, a co-training model might also be employed to achieve the same desired modeling behavior. The intent is to demonstrate that an effective volunteer puts all of the pieces together by having trainers function in leadership or co-facilitative roles in different content areas.

The commitment to integrate training has major consequences for the training staff. First and foremost, in order to facilitate the understanding of the inter-relationships among different components, all trainers need a thorough understanding of the total training cycle. This necessitates involvement of the whole training staff in the entire training process; this ongoing collaboration places much greater emphasis on team building and training team management. Finally, integrated training requires ongoing staff attention to the developmental progressions of the training, tracking of learnings and growth, ensuring that milestones are achieved in training, and checking that the training is "on track", meeting its basic goals and objectives. This can be accomplished through designated or shared leaderships among training team members, the assumption of a "quality

control function" by the Training Director or project leader, or perhaps by onging "process evaluation" measures conducted within staff debriefing and training sessions.

INDIVIDUAL TRAINER

The individual trainer behavior level focuses on individual actions, suggestions and examples which can foster the identification of themes and relationships among training activities, as well as continuing the modeling of "integrative" processes.

During the actual delivery of trianing sessions, individual trainers have numerous opportunities to integrate the various components of training. The most common strategies are using examples from other sessions or articulating linkages to both preceding and following training sessions. A trainer may, for instance, during a session on communications skills, recall an incident from a previous language training session when the trainees and trainers misunderstood each other on a particular point, or give a different example from the technical training provided by the host country ministry officials. The linkages are particularly critical to enable trainees to understand the logic and low of the training cycle: an effective trainer creates "bridges" from preceding materials. "Last week, we... .. so now we're going to build on that information and begin..." or "The work we've done on learning about new communities will be really helpful as we begin to prepare you for your week of 'Spending Time' at your eventual placement site." Other individual trainer behaviors which reinforce the integrative intent of training include reinforcement of goals and objectives, reefreshing participants on the signifi-

cance and direction of particular training activities; in sum, good training behavior, which includes open-ended probing questions to stimulate learning, can all facilitate the integration of a total training experience.

TRAINING GROUP

The training group level suggests tasks, activities and facilitative techniques which encourage the training group to begin its own verbal and non-verbal integration of the content and processes of the training event.

INDIVIDUAL PARTICIPANT

Finally, integration occurs at the individual participant level, as the trainee synthesizes the discrete elements of his or her training experiences and draws conclusions which are relevant to current or anticipated experience.

The bottom line for integration occurs at the participant level: the ability of the trainee to synthesize all of the information, activities and experiences into some coherent framework for his or her volunteer experience is the ultimate measure of the training's effectiveness. Thus, effective integrated training provides opportunities which facilitate that processing and synthesizing of input. In other words, to the extent that training enables participants to work their ways through the experiential cycle (experience-process-generalize-apply) that training enhances its effectiveness.

Integrated training, then, provides participants adequate opportunity to reflect upon their experiences, generalize from those

experiences, and draw conclusions which are relevant to their anticipated roles as volunteers. These opportunities can be provided to both groups and individuals, and needs to recognize that different trainees make sense of their experience in different ways: some people are very verbal, and "process" their experiences through talking them out with other people. Others are more solitary and reflective, and "mull things over" in their own heads; they may share their learnings at a later point, when they've become clarified internally, or they may never disclose their conclusions.

The training, then, can facilitate this process of individual integration by structuring both individual processing and reflection ime, perhaps with the aid of a journal or worksheet format, as well as ensuring time for small group discussion and reaction throughout the training cycle.

Any aid to individual reflection which is aimed at enhancing the integrative process muct itself be integrative, i.e., must interweave and reinforce the relationships among discrete elements of the training experience. A journal, then, which has separate sections for community analysis, technical notes, language references and development theories would be conveying the opposite message to trainees from that of an integrated model. An "integrative" journal approach would encourage individuals to perceive themes, patterns and relationships throughout the events and experiences of a particular period in their ives.

The regular opportunity to share learnings and experiences is an invaluable aid to integration. If trainees can be encouraged to

relate their own "Aha's!" to other training group members, that realization is reinforced and the climate of openness and learning is further stimulated. Different models exist for creating these opportunities (such as the Intact Group from the CAST model) which may consist of retaining the same small sub-group throughout the duration of a training event, changing process groups at pre-determined intervals, or self-selecting at each group meeting.

SUMMARY

In an effective training cycle, all of these integrative strategies are simultaneously and constructively employed. As the saying goes, "Sometimes the magic works, and sometimes it doesn't". The event, experience or incident which creates a "teachable moment" in one trainee may not impact on another. Thus, in integrating training, we struggle to maximize those opportunites, at all levels on shich the training occurs, for integration to occur. Ideally, trainees leave the training with the sense that all of their activities and functions as a Peace Corps volunteer are intertwuined and interactive, much like the developmental problems they will confront daily. In some cases, that internal integration may not occur until long after the completion of training, when in some county seat in West Africa, or on an island in Micronesia, a lightbulb goes off in a volunteer's head and he or she says, "So that's what that was all about!"

TRAINING INTEGRATION STRATEGIES

LEVEL	STRATEGIES	EXAMPLES
Design	Sequencing	*Scheduling all training components throughout cycle.
	Threading	*Building on a particular skill, theory, or model in several sessions.
	Coupling	*Joining two sessions from different content areas together and examining relationships.
Trainer Team Performance	Cross-Training	*Lead training a session outside of one's specialty area.
	Co-Training	*Taking a support or facilitator role in sessions outside of one's specialty area.
Individual Trainer Behavior	Examples	*Citing incidents from other sessions that demonstrate inter-relationships.
	Linkages	*Referring back to previous models and pointing ahead to upcoming sessions
	Reinforcement	*Relating current sessions to overall goals and objectives.
Training Group Activities	Small Group Discussion	*Opportunity to talk through issues and themes.
	Ongoing Processing	*Using processing and wrap-up sessions to facilitate learning.
Individual Trainee Activity	Reflection	*"What was this all about?"
	Notetaking	*Structured worksheet format.
	Journaling	*Training Integration Notebook.

Now that you have a better sense of what is meant by integrated training you may ask, "how does it translate into an actual training design?" The following training design is a sample of how to integrate various training components concerning a single theme - the village visit. Please note that all of the components (language, technical, and cross- cultural) focus on the upcoming village visit and help prepare trainees for the visit by increasing language, technical and cross-cultural skills. Futhermore, trainees are made aware that all of these skills are joined together in successful volunteer work.

SAMPLE INTEGRATION

Preparation For Village Visit

MORNING (Day 7)

8:00 - 11:00 — Language / Cultural - Vocabulary for Village Visit

- Language classes emphasizes village visit and the importance of language skills in that experience.
- Class dwells on vocabulary useful during visit and trainers help trainees explore anxieties about the visit.
- Basic cultural factors for village visit are discussed and practiced. (i.e. greetings, ceremonies, dress, etc.)

AFTERNOON

1:30 - 4:30 — Technical /Cultural - Identifying Various Roles in the Village

- Session emphasize observation and listening skills as ways of gathering information related to the country.
- Session focuses on identifying and discussing sex role patterns and traditions as they exist in the village (i.e. family, work education, health, etc.) and how they may impact on the Peace Corps Volunteers' work.
- Session review the process of framing appropriate questions to find out needed information.
- Small group task have trainees being framing questions to ask during the village visit the next day.

Preparation for Village Visit

MORNING (Day 8)

8:00 - 9:00 Language

•Review basic greetings, dialoges, cermonies, etc. prior to departing for the village. Clear any remaining questions.

9:00 - 5:00 Language, Cross-Cultural, Technical

VILLAGE VISIT

EVENING

7:00 - 8:00 Discussion of Village Visit Experience

•Session focus on differences between trainees expectations of roles and what they actually observed in regards to various roles.

•Session emphasize language acquisition and its' importance.

•Implications of role constraints that may aide or hinder the development process is also discussed.

I. Trainee Assessment

The selection of Volunteers is a sensitive and difficult task. It requires assessing trainees on the basis of observable behaviors and skills that are needed to serve as a Volunteer. A decision cannot be made on the simple notion that the trainee is a "good trainee" or will make a "good Volunteer". There must be clear criteria on which to base this decision, i.e. specific behavioral learning. These criteria are established by country staff and can be found in the task analysis for Volunteer assignments. It is important to realize that the assessment criteria involves more than just observations of technical or language skill levels, it also includes observations on social and cultural sensitivity, emotional maturity, motivation and productive competence. The latter four areas are less concrete and difficult to assess unless the training staff has a clear understanding of what is meant by each.

1. Productive Competence - This is defined as the way in which the Volunteer is able to transfer skills to a counterpart or counterparts. Implied in this definition is the relative ability of the Volunteers to set goals, identify, analyze and solve problems, employ effective methods of communications, and bring skills and resources to bear on problems.

   Specific behaviors which demonstrate productive competence are asking appropriate questions, begins problem solving activities, sets goals, developing different strategies, asking for clarification and helping the group stay on the task.

2. Social Sensitivity - To perform successfully overseas as a Peace Corps Volunteer, and individual must possess a high degree of social sensitivity. A number of traits, characteristics and behavior patterns combine to form the indicators of one's level of social sensitivity, including respect and empathy, cultural awareness, interaction skills and the ability to adjust.

The following behaviors demonstrate a high level of social sensitivity: attentive listening, considering others opinions, awareness of personal appearance as ti relates to a culture and uses appropriate language.

3. Emotional Maturity - Volunteers are exposed to unfamiliar and often stress-producing environments without the cultural and other familiar support systems which have provided them emotional security in the past. Volunteers must, then, possess a strong attitude about self in order to deal effectively with the new and unfamiliar situations.

   Some behaviors which reflect emotional maturity are the ability to take responsiblity for ones own behavior, responsiveness to feedback, admits mistakes, sensitivity to others needs and recognizes strengths and weaknesses.

4. Motivation - Applicatns to Peace Corps may vary in their motivations or reasons for wanting to serve in the Peace Corps. The applicant's motivation should provide a balance between an elightened self-interest, which acknowledges the gains the applicant expects, and an altruistic humanintarian values

system, which allows the person to fulfill a personal obligation to help others. In the assessment, high motivation is evident when a trainee attends sessions on time, makes inquiries about the country and job assignment, solicits feedback, completes assignments and persists in difficult situations.

Trainees should be informed about the assessment process and be involved in and encouraged to monitor their own progress. (Attached is a sample handout that explains the process and invites trainees to actively monitor thier progress.)

There are many ways to involve trainees in this process. One which has met with success is the usage of regular interviews with the trainees. During these interviews the trainee and the trainer have an opportunity to share information on how the trainee is meeting the objectives of training. The attached form can be used as a guide for the interviews. It helps focus the discussions on the assess criteria and allows for specific feedback. Please not that any documentation on trainees must be made available to them upon request.

II. Early Termination

Several documents must be completed if a trainee decides to leave training or is told to leave. The completed documentation is forwarded to the Office of Special Services (OSS) where final decision is made in regards to any appeals, or future service for trainees who early terminate their service. More detailed information will be available from OSS upon request. Attached is the response of PC service, which is the official agency document on any termination.

Staff should be very thorough in completing this form as major decisions are made based on the information contained in this document.

Evaluating the Overall Training Program

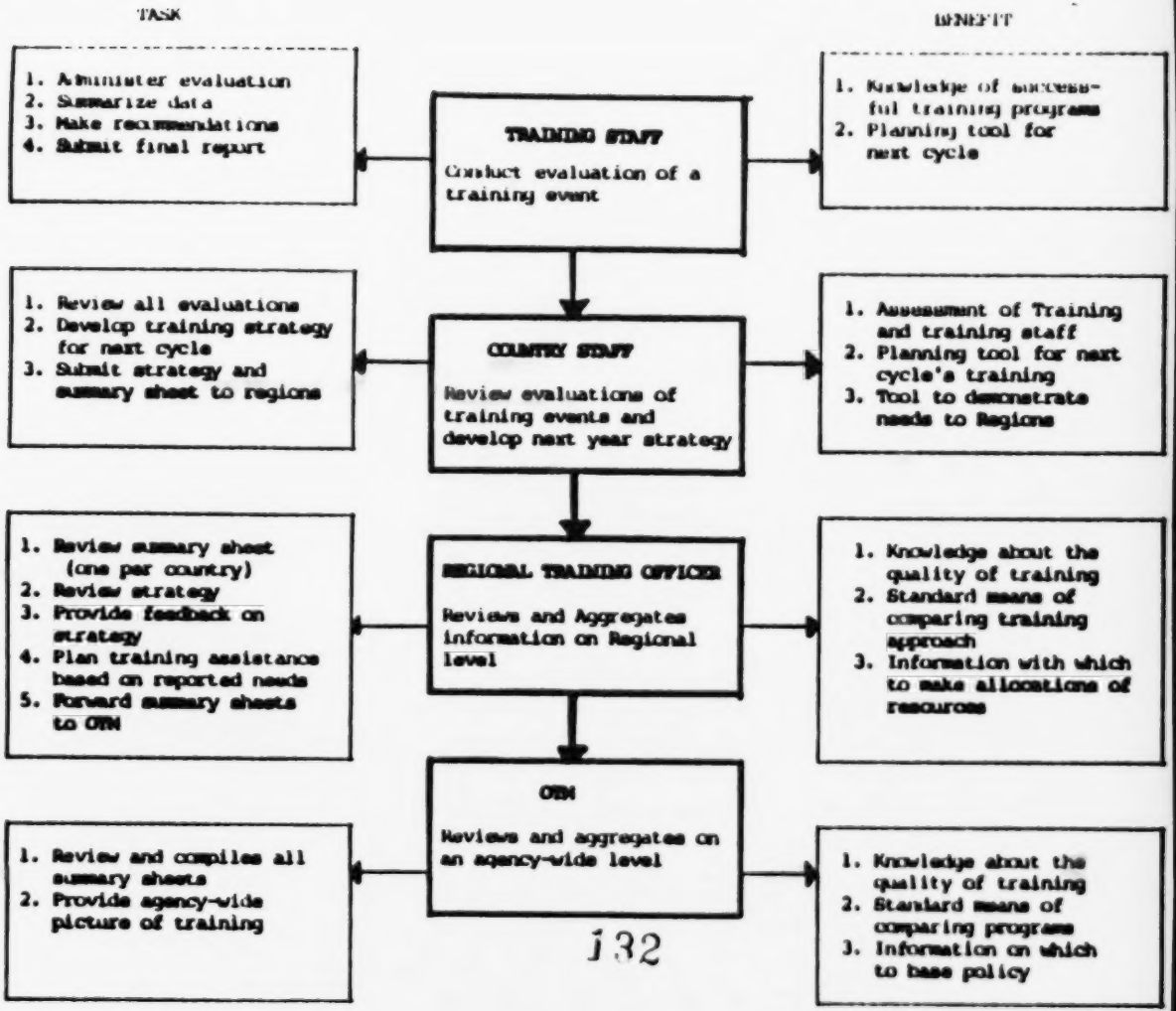
Evaluating a training program allows the training staff to know immediately how successful they were in meeting the trainee's needs. Equally it provides a basis on which to make recommendations on needed modifications for future training programs. A good evalution process will solicit feedback from the primary users-trainees as well as staff. The trainees experience the training program first hand and have a valid perception on its quality and on the training staff's skills. Simply asking them what they thought of the program will lead to vague and usually useless information. Instead trainees should be given a clear concise questionnaire that allows them to share comments while also responding to specific questins regarding training materials, methodologies and experiences. Designing a questionnaire is time consiming and more difficult than it appears. There are, owever, several questionnaires that have been used in numerous countries with a good deal of success. Attached you will find this questionnaire. It is offered as a model to which a country can add more specific materials and questions. What is done with the results of an evaluation is extremely important.

A quality evaluation can be extremely useful which everyone involved feels the information is relevant and will impact on future training programs. Therefore care needs to be taken in introducing the questionnaire to trainees and i summarizing the data from the completed forms.

Accompanying the form is a reproting sheet that will hel you summarize the data and be able to draw conclusions from the results.

The results should be included in the final report that is given to the in-country staff should be able to assess how training went and be able to develo plans for future training programs.

EVALUATION PROCESS


TASK
BENEFIT
1. Administer evaluation
2. Summarize data
3. Make recommendations
4. Submit final report
TRAINING STAFF
Conduct evaluation of a training event
1. Knowledge of successful training programs
2. Planning tool for next cycle
1. Review all evaluations
2. Develop training strategy for next cycle
3. Submit strategy and summary sheet to regions
COUNTRY STAFF
Review evaluations of training events and develop next year strategy
1. Assessment of Training and training staff
2. Planning tool for next cycle's training
3. Tool to demonstrate needs to Regions
1. Review summary sheet (one per country)
2. Review strategy
3. Provide feedback on strategy
4. Plan training assistance based on reported needs
5. Forward summary sheets to OTN
REGIONAL TRAINING OFFICER
Reviews and Aggregates information on Regional level
1. Knowledge about the quality of training
2. Standard means of comparing training approach
3. Information with which to make allocations of resources
OTN
Reviews and aggregates on an agency-wide level
1. Review and compiles all summary sheets
2. Provide agency-wide picture of training
1. Knowledge about the quality of training
2. Standard means of comparing programs
3. Information on which to base policy

L. Spink OTPS Aug. 1983

INSTRUCTIONS for USING, SCORING & INTERPRETING
THE PRE-SERVICE TRAINING QUESTIONNAIRE

The attached Pre-service Training Questionnaire (PSTQ) may be useful in assessing and planning your pre-service training programs in-country. The instrument and procedures were developed as part of an overall country program review process which has now been pilot tested in Paraguay and Tonga.

The agency's Training Group is also considering whether the attached questionnaire could be useful Peace Corps wide on an on-going basis. Results from this instrument can benefit both trainers in the field as well as for regional and OTMC staff in Washington.

To ensure that results are comparable over time and situations, it is important that everyone follow the same basic procedures when tallying and reporting results with this instrument. Detailed preliminary instructions are attached to the SCORING SPREAD SHEETS (these are designed to help you tally and record your results), and to the SUMMARY LEDGERS (these display key points about each of your training programs). (NOTE: Once you have actual completed questionnaires to work with, these detailed instructions will make more sense.)

If you do use the PSTQ, we would very much like to hear from you both about the results and the process itself. Modifications will be made after this initial distribution.

Major Steps for Using the PST Questionnaire:

1. Getting Started: The field staff person most responsible for supervising/monitoring in-country PST (the Training Manager, hereafter) should INTRODUCE the use of the PSTQ to training staff and other central staff involved in training. Enlist their cooperation in carrying out the assessment exercise for each and every training program.

2. Copies of the PSTQ: First determine how many copies will be needed to cover a country's annual round of PST programs, then REPRODUCE the needed number of PSTQ.

3) Administering the PSTQ: Administer the PSTQ to all trainees who complete a PST program (include those who leave the program early). If at all possible, do this at the very end of training, before the newly sworn-in PCVs go off to their sites.

The Training Manager should introduce the PSTQ to new PCVs and explain that it is being tried out to monitor and improve PST programs, Peace Corps wide, i.e., neither their PST nor their country is being singled out. All results are anonymous and will be useful both to in-country and Washington staff for assessing current PST efforts as well as to plan future training.

You generally will have a much better chance of getting a 100% return rate from PCVs if the PSTQ is given out at a group meeting where everyone is assembled

and where the Qs can be filled out on-the-spot. If you relent and let people take them to "be returned when completed", too many get lost, forgotten about in the general confusion of moving, etc. Also, stress that the PSTQ is meant to be strictly anonymous and that all completed Qs will be kept secure for eventual tallying, synthesizing, and that results will be provided later.

4. Tallying and Synthesizing the PSTQ: After the PSTQ has been completed for each PST program, they should be tallied, synthesized, and thoroughly reviewed as soon as possible by both key country and training staff, as well as by interested PCV Leaders or Coordinators. The latter can be especially helpful in interpreting results and for planning future PST programs as well as for in-service training, which is not directly covered in the PSTQ.

Generally, the PSTQ is straightforward to tally. Simply keep a running count of the answers to each item, e.g., the number that respond "yes" or "no" or rate something a "1", "2", "3", "4", or "5". Mark down your tallies on a clean copy of the PSTQ on which you have written in large letters "MASTER TALLY".

Once you have tallied all PSTQs on your Master Tally, calculate the percentage of responses as instructed (see the detailed instructions attached to the SCORING SPREAD SHEET). It is extremely important for comparability that everyone report their percentages exactly the same way each time. While there is no iron-clad "right way" to do this, everyone needs to follow the same procedures. These are spelled out in detail on the SCORING SPREAD SHEET.

5. Interpreting and Using the Results: It is essential that all results from the PSTQ be carefully reviewed by staff and interested PCVs. In particular, search for trends across training cycles and for items that strengthen hunches and information from other sources. Check for any inconsistencies among PSTQ items or with other sources. To help you synthesize and display your key results, a simple "SUMMARY LEDGER" of key results is attached. Detailed instructions for using this are attached to the LEDGER.

Once you have had an opportunity to gather and examine results from several programs, there needs to be careful discussion about what they mean, how programs compare and contrast over time and circumstances, what other information needs to be considered, etc. Gradually, a consensus should emerge on on a number of recommendations and follow-up strategies. Put these into draft and use them for preparing future training programs, for the PST sections in your next CMPB exercise, for discussions with PCVs and staff at the next workshop or IST conference, for negotiating with host agencies, etc.

As you gain experience with the PSTQ, please keep both OTMC and PAMI staff informed about how you are using the PSTQ and how useful (or not useful) you are finding the process to be. We are particularly interested in your suggestions for improving the questionnaire, the procedures and these instructions. Please let us hear from you on how OTMC and PAMI staff can help.

NOTES ON USING THE PST TRAINEE QUESTIONNAIRE
SCORING SPREAD SHEETS

Once you have tallied all PSTQs on your "Master Tally", calculate the percentage of responses for each item as outlined below and enter these numbers on the attached SCORING SPREAD SHEET. It is important for comparability that everyone report their percentages exactly the same way each time. Otherwise, some might chose to report "averages" for a particular item one time or place while others report might only those report the percentage who fall "above" (or "below") some the mid-point. For consistency sake, as well as ease of interpretation, this SCORING SPREAD SHEET displays all items so that the HIGHER the number, generally the "BETTER" or more "POSITIVE" it reflects on PST.

o For all 5 point scale items: For any item, only report the percent of PCVs who rated any item above average (or the mid-point of "3"). This usually means (but not always) the percent who rated some item either a "4" or a "5". There are several items where the "positive" end is reversed, i.e., "1" and "2" are the positive end, in which case, report the percentage of "1"s and "2"s—for example, see item 7). In all instances, the percentage to be recorded is briefly noted under each item on the SCORING SPREAD SHEET (e.g., %4&5, %1&2). In calculating your precentage for each item, exclude the "N/A" (not applicable) category.

Some examples to illustrate:

- 86% of the PCTs reported that their staging "Informed them about PC Policy".
- 23% of the PCTs said they "Did extra study outside of sessions".

o For other items (non-5 point rating items): Report the simple percentage for each response option. These percentages are noted on the SCORING SPREAD SHEET, e.g., %A, %PCV.

- 14% said they had had some "stateside technical training" and 3% had had "third country training"
- 36% felt there were "specific objectives" for "development training"

In the special case of items with subsets (where some answer "yes", while others answer "no" and skip to a different item), in order to avoid the awkward reporting of double percentages, simply report the numbers who responded and not the percentage. An example:

- Instead of reporting that "of the 25% who felt there were "qualification standards, 72% said staff discussed their progress with them", indicate that "among the few who felt that there had been any qualification standards, 12 said that staff had discussed their progress with them".

o Where an item requests that a number (#) be written in (e.g., number of days, ratio of trainers-to-trainees), report the average (the mean) of the numbers provided. For example, item 10 asks for the ratio of trainers to trainees. Simply add up all the relevant non-zero numbers provided, divide by the number provided, and report the resulting average, e.g., "Trainees reported a Trainer/Trainee ratio of 4.5 for Language".

For items calling for a number to be written in, ignore all blank in calculating your averages. Simply add up all non-zero responses, divide by that number and report this as your average. For example, if only 4 new PCVs out of 10 report any numbers for the time they spent at their staging —— 3, 3, 6, and 8——the average should be 20 days divided by 4 for an average of 5.0 days, not 2.0 days.

N-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

Country: _____ Number of PCTs Beginning of Training _____PCTs

Training Program: _____ Number of new PCVs sworn in: _____PCVs

PST Dates: __/__/__ to __/__/__ Number of new PCVs who completed Questionnaire: _____

PART 1: Staging

1			2	3							4				5
TYPE STAGING			AVER DAYS STAGED	PC POLICY	HOST COUNTRY	LIVE HC	PCV ROLE	SUPPORT SYSTEM	HOW TO HELP	MEDICAL CONCERNS	PRESENT MATER'L	QUAL INFO	OVER'L USEFUL	SEL'CTN PROCESS	WHO INVLD IN STAGING
%A	%B	%C	Aver.Days	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	%4&5	# = yes
															___ PC St ___ HCNs ___ PST St

141

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 2: Training

6	7	8		9				10				11			
OTHER PST?	FAC/ ARRG	LENGTH OF PST		ATTEND SESSNS	ON TIME	OUT SIDE	EXTRA STUDY	LANG RATIO	TECH RATIO	CCT RATIO	DEV RATIO	LANG STAFF	TECH STAFF	CCT STAFF	DEV STAFF
0=yes	%162	%162	%465	%465	%465	%465	%465	Ave.	Ave.	Ave.	Ave.	%2	%2	%2	%2
SST=															
3rd=															

143

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 2: Training (Continued):							
12				13			
LANG TRG	TECH TRG	CCT TRG	DEV TRG	LANG OBJ	TECH OBJ	CCT OBJ	DEV OBJ
#=yes	#=yes	#=ys	#=ys	&4&5	&4&5	&4&5	&4&5

145

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 2: Training (Continued):

14				15				16					17			
LANG TRG	TECH TRG	CCT TRG	DEV TRG	LANG OBJ	TECH OBJ	CCT OBJ	DEV OBJ	LANG MEANS	TECH MEANS	CCT MEANS	DEV MEANS	BEHAV MEANS	LANG MAT	TECH MAT	CCT MAT	DEV MAT
&4&5	&4&5	&4&5	&4&5	#=yes	#=yes	#=yes	#=yes	#=FI&WK	#=FI&WK	#=FI&WK	#=FI&WK	#=FI&WK	&4&5	&4&5	&4&5	&4&5
				WT=	WT=	WT=	WT=									
				OT=	OT=	OT=	OT=									
				PT=	PT=	PT=	PT=									

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 2: Training (Continued):

18		19		20		21		22	23	24				
LANGUAGE TRNG		TECHNICAL TRNG		CROSS-CULTRL TRNG		DEVELOP TRNG		FDBKACK	PROBS	LANG QUAL	TECH QUAL	CCT QUAL	DEV QUAL	MNGT QUAL
%465	#="+"	%465	#="+"	%465	#="+"	%465	#="+"	#=yes	% - 1	%465	%465	%465	%465	%465
A		A		A		A		SCH						
B		B		B		B								
C		C		C		C		CNT						
D		D		D		D								
E		E		E		E		CMP						
F		F		F		F								
G		G		G		G								
H														
I														
J														
K														

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 2: Training (Continued):												
25					26				27			
LANG STF	TECH STF	CCT STF	DEV STF	MNGT STF	HST LNG	TECH WRK	C/P STRS	C/S REL	LIV CND	NEW FOOD	HLTH PROB	DIFF CULT
#=E	#=E	#=E	#=E	#=E	%4&5	%4&5	%4&5	%4&5	%1&2	%1&2	%1&2	%1&2

151

IN-COUNTRY PRE-SERVICE TRAINING QUESTIONNAIRE
SCORING SPREAD SHEET

PART 3: Assessment During Training

28 QUAL STND	29 STAFF DISC	30 SUIT CHAR	31 ASSMT FAIR
%-yes	#-yes	#	%4&5
		1	
		2	
		3	
		4	
		5	
		6	
		7	

153

NOTES for USING the PST TRAINEE QUESTIONNAIRE
SUMMARY LEDGER

To help you synthesize and interpret your PST Questionnaire results, it is strongly suggested that you use the attached simple "SUMMARY LEDGER". It is meant to help you focus on potentially important strengths/weaknesses for each successive training programs.

The SUMMARY LEDGER displays those points where most new PCVs agree (either positively or negatively) about some aspect of each PST program, or have provided a non-evaluative "descriptor" of training (something that is neither positive nor negative inherently, e.g., the backgrounds of staff, days of stateside training, etc.).

For consistency's sake, place all percentages 65% or higher in the "PLUSES" side of your LEDGER and those 35% or lower in the "ISSUES/CONCERNS" side. Place the "descriptor" items on the "PLUSES/DESCRIPTORS" side of your LEDGER. This LEDGER then serves as a "working document" that summarizes key points for your training programs, as seen by the trainees who complete each one. Some examples follow:

PLUSES/DESCRIPTORS	ISSUES/CONCERNS
o Positive about TECNICAL & LANGUAGE OBJECTIVES	o Need for IMPROVED TECHNICAL TRAINING
o Highly positive about LANGUAGE TRAINING & LANGUAGE STAFF	o Need clearer CCT OBJECTIVES
o ALMOST ALL PST occurs in-country	o QUALITY of staging materials needs improving

After collecting data from several training programs, a country training "profile" will emerge against which you can then compare individual training programs and demonstrate areas where specific programs have been particularly strong or weak. This can help you judge better where improvements have occurred and where renewed efforts may yet be needed.

Discuss your LEDGERS with staff and volunteers. What do the various patterns mean? How do programs compare and contrast over time and circumstances? What other information needs to be considered? Etc. Gradually, a consensus should be reached on a number of recommendations and follow-up strategies. These should be put into written drafts and used in a variety of important ways. Some examples:

- o for preparing future training programs,
- o for the PST sections in your next CMPB exercise,
- o for discussions with PCVs and staff at the next workshop or IST conference,
- o for negotiating with host agencies, etc.

PEACE CORPS
PRE-SERVICE TRAINING
QUESTIONNAIRE

TRAINING
PROG: _____

Dates of PST:

__/__/__ to __/__/__

Number of PCVs
who answered PSTQ:_____

Response Rate: _____%

SUMMARY LEDGER

PLUSES/DESCRIPTORS (65% & Higher and Descriptors)	ISSUES/CONCERNS (35% & Lower)
STAGING:	

SUMMARY LEDGER
(continued)

PLUSES/DESCRIPTORS (65% & Higher and Descriptors)	ISSUES/CONCERNS (35% & Lower)
TRAINING:	
-	

SUMMARY LEDGER
(continued)

PLUSES/DESCRIPTORS	ISSUES/CONCERNS
ASSESSMENT DURING PST:	

DATE: ___/___/___ (mo day yr) COUNTRY: _____

IN-COUNTRY PRE-SERVICE TRAINING
TRAINEE Questionnaire

Country staff are interested in reviewing the overall effectiveness of training programs. Since you have just completed an in-country Pre-Service Training program, we would like your reactions and recommendations to help us improve future efforts. This questionnaire is anonymous. It is divided into three parts: STAGING, TRAINING, and ASSESSMENT.

PART 1: STAGING

1) Prior to the beginning of training, all prospective volunteers go through some kind of stateside "Staging" event. Which of the following TYPES of staging events did you attend? (Please circle either "A", "B" or "C" below)

   A) A staging held IMMEDIATELY before the beginning of training (there was no opportunity to return home beforehand).

   B) A staging which occurred about 4 WEEKS BEFORE the beginning of training (you had the opportunity to return home).

   C) I went directly to a stateside technical training program without attending any staging.

2) Whichever kind of staging you attended, about how MANY DAYS were you there?

   ____ DAYS

3) To what extent did your STAGING ...

	NOT AT ALL	VERY LITTLE	SOME WHAT	QUITE A BIT	GREAT DEAL	NOT COVERED NOT APPLICABLE
A) ... INFORM you about PC POLICY?	1	2	3	4	5	NA
B) ... INFORM you about HOST COUNTRY?	1	2	3	4	5	NA
C) ... PREPARE you to LIVE in new CULTURE?	1	2	3	4	5	NA
D) ... HELP you UNDERSTAND what being a PCV is like?	1	2	3	4	5	NA
E) ... CREATE SUPPORT SYSTEMS among STAGEES?	1	2	3	4	5	NA
F) ... HELP you UNDERSTAND how to HELP PEOPLE as a PCV?	1	2	3	4	5	NA

4) Please RATE your staging on the:

	VERY POOR	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	NOT APPLICABLE
A) Ability of staging staff to PRESENT MATERIALS?	1	2	3	4	5	NA
B) QUALITY of information provided?	1	2	3	4	5	NA
C) OVERALL USEFULNESS of staging to prepare you for PCV SERVICE?	1	2	3	4	5	NA
D) SELECTION PROCESS (IF ANY) used to determine who should be invited to training?	1	2	3	4	5	NA

5) To your knowledge, was anyone DESELECTED by staff at your staging?

___ NO (Please go to item 6)
___ I DON'T KNOW (Please go to item 6)
___ YES (IF "YES":

A) How MANY people did staff deselect during your staging? ____

B) Was there anyone who was deselected who you now believe should NOT have been DESELECTED?

___ YES (IF "YES", how many? ____) ____ NO ___ I DON'T KNOW

6) Was there anyone who attended your STAGING and began training with you who you now believe SHOULD HAVE BEEN DESELECTED during staging?

___ NO (Please go to item 7)
___ I DON'T KNOW (Please go to item 7)
___ YES (If "YES":

A) How many people should have been deselected? ____

B) Were any of these same people deselected by STAFF during TRAINING?

___ YES ____ NO _____ I DON'T KNOW

C) Did any of these same people terminate on their own initiative during training ?

___ YES ____ NO _____ I DON'T KNOW

PART 2: TRAINING

7) In addition to your in-country training, did you receive any other training:

a) STATESIDE technical training? ____ Yes ____ No

b) THIRD COUNTRY training? ____ Yes ____ No

THE REST OF PART 2 REFERS TO YOUR IN-COUNTRY TRAINING ONLY.

8) How did the PHYSICAL ARRANGEMENTS/FACILITIES at your IN-COUNTRY TRAINING site effect training?

____ 1. Greatly enhanced training.
____ 2. Slightly enhanced training.
____ 3. Had no bearing on training.
____ 4. Proved slightly detrimental to training.
____ 5. Proved very detrimental to training.

9) The LENGTH of your in-country training was...

____ 1. Much too short.
____ 2. Slightly too short.
____ 3. About right.
____ 4. A little too long.
____ 5. Much too long.

10) Please circle the FREQUENCY with which you did any of the following during your in-country training....

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
A) ATTENDED training sessions?	1	2	3	4	5
B) Was on TIME for sessions?	1	2	3	4	5
C) Completed assignments to be done OUTSIDE of sessions?	1	2	3	4	5
D) Did EXTRA STUDY outside of sessions?	1	2	3	4	5

11) What was the approximate Trainee-to-Trainer RATIO for each of your in-country training components (do not include guest trainers, outside speakers, etc.):

LANGUAGE Training: ____ Trainees per Trainer

TECHNICAL Training/Orientation: ____ Trainees per Trainer

CROSS-CULTURAL Training: ____ Trainees per Trainer

DEVELOPMENT Training (e.g., women in development, the role of PCVs in development, community development) ____ Trainees per Trainer

12) Was this NUMBER of staff for each of your training components:

	...TOO FEW?	...JUST RIGHT?	...TOO MANY?	NOT APPLI-CABLE
LANGUAGE Training Staff	1	2	3	NA
TECHNICAL Training Staff	1	2	3	NA
CROSS-CULTURAL Training Staff	1	2	3	NA
DEVELOPMENT Training Staff	1	2	3	NA

13) Were there SPECIFIC OBJECTIVES for each of your training components?

	YES?	NO?	DON'T KNOW?
LANGUAGE Training	1	2	DK
TECHNICAL Training/Orientation	1	2	DK
CROSS-CULTURAL Training	1	2	DK
DEVELOPMENT Training	1	2	DK

IF you answered "NO" to all of the ABOVE items in Question 13, please go to item 17.

14) How clearly were these OBJECTIVES presented in your training in:

	TOTALLY UNCLEAR	VAGUE	SOME WHAT	QUITE CLEAR	TOTALLY CLEAR	N/A
... LANGUAGE?	1	2	3	4	5	NA
... TECHNICAL?	1	2	3	4	5	NA
... CROSS-CULTURAL?	1	2	3	4	5	NA
... DEVELOPMENT?	1	2	3	4	5	NA

15) Rate how well you feel you MET the Training Objectives in the following areas:

	NOT AT ALL	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUT-STANDING	NOT APPLICABLE
	1	2	3	4	5	
... LANGUAGE?						NA
... TECHNICAL?						NA
... CROSS-CULTURAL?						NA
... DEVELOPMENT?						NA

16) Below, please indicate which, if any, of the following METHODS were used to judge your progress towards meeting TRAINING OBJECTIVES in:

METHODS:	LANGUAGE		TECHNICAL		...CROSS-CULTURE		DEVELOPMENT	
	YES	NO	YES	NO	YES	NO	YES	NO
WRITTEN TESTS?	1	2	1	2	1	2	1	2
ORAL TESTS (e.g., FSI interview)?	1	2	1	2	1	2	1	2
PERFORMANCE TASKS (e.g., order a meal, lesson plans, etc.)	1	2	1	2	1	2	1	2
OTHER: _____ _____	1	2	1	2	1	2	1	2

17) Below, please indicate which MEANS staff used to keep you INFORMED about your progress in each area listed (check all that apply):

TRAINING AREAS:	I Was Never Informed	Told Informally	By Formal Interview	By Written Notice	Other (Specify:)
• LANGUAGE	____	____	____	____	_____
• TECHNICAL	____	____	____	____	_____
• CROSS-CULTURE	____	____	____	____	_____
• DEVELOPMENT	____	____	____	____	_____
• BEHAVIOR/ COMPORTMENT	____	____	____	____	_____

18) RATE the overall ADEQUACY of the training MATERIALS supplied to you during training in the following areas (i.e., books, equipment,etc.):

	POOR	BELOW AVERAGE	FAIR	ABOVE AVERAGE	EXCELLENT	HAD NO MATERIALS	HAD NO TRAINING
LANGUAGE	1	2	3	4	5	NM	NT
TECHNICAL	1	2	3	4	5	NM	NT
CROSS-CULTURE	1	2	3	4	5	NM	NT
DEVELOPMENT	1	2	3	4	5	NM	NT

19) Below is a list of TECHNIQUES which may have been used during your LANGUAGE training. Please indicate how often each technique was used.

		NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
__ A)	Oral Repetition Drills	1	2	3	4	5
__ B)	Written Repetition Drills	1	2	3	4	5
__ C)	Memorization of Written Materials	1	2	3	4	5
__ D)	Dictation by Teacher	1	2	3	4	5
__ E)	Open Conversation during class	1	2	3	4	5
__ F)	Songs & Games	1	2	3	4	5
__ G)	Tape Recorders &/or Language labs	1	2	3	4	5
__ H)	Exclusive use of host language for full day ("immersion")	1	2	3	4	5
__ I)	Structured chances to use language with host people outside class	1	2	3	4	5
__ J)	Homework	1	2	3	4	5
__ K)	Other: _____	1	2	3	4	5

Now, please rate the effectiveness of the above techniques by placing a "1" in front of those you felt were most effective and a "3" in front of those least effective.

20) How often were each of the following techniques used in your TECHNICAL training/orientation?

		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
__	A) Lectures	1	2	3	4	5
__	B) Group discussions	1	2	3	4	5
__	C) Case Study	1	2	3	4	5
__	D) Simulation/role play	1	2	3	4	5
__	E) Field experience (e.g., practice teaching, hands-on tech training)	1	2	3	4	5
__	F) Laboratory	1	2	3	4	5
__	G) Other:_____	1	2	3	4	5

Now, please rate the effectiveness of the above techniques by placing a "1" in front of those you felt were most effective and a "3" in front of those least effective.

21) How often were any of the following used in your CROSS CULTURAL training?

		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
__	A) Lectures	1	2	3	4	5
__	B) Group discussions	1	2	3	4	5
__	C) Case Study	1	2	3	4	5
__	D) Simulation/role play	1	2	3	4	5
__	E) Field experience (e.g., rural live-in)	1	2	3	4	5
__	F) Laboratory	1	2	3	4	5
__	G) Other:_____	1	2	3	4	5

Now, please rate the effectiveness of the above techniques by placing a "1" in front of those you felt were most effective and a "3" in front of those least effective.

22) How often were any of the following used in your DEVELOPMENT training?

		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
__	A) Lectures	1	2	3	4	5
__	B) Group discussions	1	2	3	4	5
__	C) Case Study	1	2	3	4	5
__	D) Simulation/role play	1	2	3	4	5
__	E) Field experience (e.g., rural live-in)	1	2	3	4	5
__	F) Laboratory	1	2	3	4	5
__	G) Other:_____	1	2	3	4	5

Now, please rate the effectiveness of the above techniques by placing a "1" in front of those you felt were most effective and a "3" in front of those least effective.

23) Did training staff solicit FEEDBACK from you on the effectiveness of any of the following:

	YES	NO
... SCHEDULING of training activities?	1	2
... CONTENT of materials and training sessions?	1	2
... COMPETENCE of trainers?	1	2

24) If you talked to staff about PROBLEMS with the training program, which of the following reflects their most typical response?

1. They would try to correct the problem immediately.
2. They would appear receptive, but usually took no real corrective actions.
3. They would react in a hostile manner.
4. Other:_____
5. Not applicable; I never talked to them about problems.

25) Below, please rate the <u>overall</u> QUALITY of your in-country:

	VERY POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	N/A
... LANGUAGE Training	1	2	3	4	5	NA
... TECHNICAL Training/ Orientation	1	2	3	4	5	NA
... CROSS-CULTURAL Training	1	2	3	4	5	NA
... DEVELOPMENT Training	1	2	3	4	5	NA
... Training MANAGEMENT (Admin, Logistics)	1	2	3	4	5	NA

26) Please indicate what percent of your TRAINING staff in each area below you feel have been either: 1) "POOR" or 2) "EXCELLENT" overall.

	% RATED "POOR"	% RATED "EXCELLENT"
... LANGUAGE Staff	____%	____%
... TECHNICAL Staff	____%	____%
... CROSS-CULTURAL Staff	____%	____%
... DEVELOPMENT Staff	____%	____%
... ADMINISTRATIVE Staff	____%	____%

27) Now that your in-country pre-service training is completed, how PREPARED do you feel you are with regard to the following demands of your service:

	NOT AT ALL	ONLY MINIMALLY	SOMEWHAT	QUITE WELL	VERY WELL PREPARED
... HOST LANGUAGE(S)?	1	2	3	4	5
... TECHNICAL Work Requirements?	1	2	3	4	5
... CULTURAL/PSYCHOLOGICAL Stresses?	1	2	3	4	5
... COUNTERPART/SUPERVISOR Relations?	1	2	3	4	5

28) To what extent have you had DIFFICULTIES...

	NOT AT ALL	SELDOM	SOME TIMES	OFTEN	CONSTANTLY
... Adjusting to new LIVING CONDITIONS?	1	2	3	4	5
... Adjusting to new FOOD?	1	2	3	4	5
... With HEALTH problems?	1	2	3	4	5
... Adjusting to a DIFFERENT CULTURE?	1	2	3	4	5

PART 3: ASSESSMENT DURING TRAINING

The process by which staff assess individual trainee performance often varies from country to country. We want to know what your experiences have been during your recent training.

29) Were there any QUALIFICATION STANDARDS which you were told that you had to meet before you could be sworn in as a Peace Corps Volunteer?

___ YES (If YES, Please go to item 30)
___ I Think So, But I'm Not Sure (If so, Please go to item 30)

___ NO (If NO, Please go to item 31)
___ I Do Not Know (If so, Please go to item 31)

30) If you were aware of any qualification standards, did staff DISCUSS your progress towards meeting these standards during training?

___ NO
___ YES (If "YES":

A) How many TIMES did staff speak with you? _____

B) Did you generally UNDERSTAND the process? ___ Yes ___ No

31) As far as you could tell, were any of the following general CHARACTERISTICS used by staff to assess your SUITABILITY for Peace Corps service during training (Check all that apply)?

___ 1. Motivation
___ 2. Technical Competence
___ 3. Emotional Maturity
___ 4. Social Sensitivity (e.g., Respect, Empathy, Cultural Awareness, Interaction Skills)
___ 5. Language Ability
___ 6. Other: _____
___ 7. I Do Not Know, It Was Too Vague to Tell

32) Were there TRAINEE(S) in your training group who you felt were NOT SUITABLE for Peace Corps service, but who were sworn in anyway?

___ YES
___ NO
___ I AM NOT SURE

33) Were there trainee(s) who were DESELECTED by staff from your training group who you felt would have probably made <u>good volunteers</u>?

___ NOT APPLICABLE (No one was deselected)
___ I DO NOT KNOW
___ YES
___ NO

++++++++++++++

THANK YOU FOR COMPLETING THE QUESTIONNAIRE. PLEASE USE THE REST OF THIS PAGE AND THE BACK FOR ANY COMMENTS AND SUGGESTIONS YOU WOULD LIKE TO SHARE, EITHER ABOUT YOUR TRAINING OR THIS QUESTIONNAIRE.

D A I L Y A S S E S S M E N T

PLEASE RATE THE SESSION USING THE SCALES PROVIDED AND ADD ANY COMMENTS.

1. Clarity of the objectives of the day's sessions.

1 2 3 4 5 6 7 8 9
Unclear Very Clear

Because_____

_____

2. Achievement of objectives.

1 2 3 4 5 6 7 8 9
Very poor Well done

Because_____

_____

3. Effectiveness of lead trainer.

1 2 3 4 5 6 7 8 9
Very poor Excellent

Because_____

_____

4. Effectiveness of methods used.

1 2 3 4 5 6 7 8 9
Ineffective Very effective

Because_____

_____

5. Usefulness of exercise sheets and handouts.

1 2 3 4 5 6 7 8 9
Not useful Very useful

Because_____

_____

6. Usefulness of the day's sessions to help you in your workplace or community.

1 2 3 4 5 6 7 8 9
Largely irrelevant to my work & life as a PCV — Highly useful for my work & life as a PCV

Because_____

_____

7. In the space below, write any comments or criticism you would like to give the staff as individuals or as a group.

_____

_____

_____

_____

_____

8. What could have made these sessions more worthwhile for you in relation to the job you have in your workplace and/or community?

_____

_____

_____

9. What specific sessions or activities did you find most helpful to you in your work and life?

_____

_____

_____

164

PEACE CORPS

FINAL TRAINING

EVALUATION REPORT

THE FOLLOWING IS OFFERED AS A MODEL

FOR PREPARING FINAL TRAINING REPORT

OUTLINE

This report will contain the following subject matter:

I. Program Goals and average achievement ratings by trainees on a scale of 1-10.

II. Schedule of events.

III. Specific remarks about how each session progressed.

   A. Why or why not suggestions and recommendations were or were not utilized.
   B. Observations and recommendations for the future use of each session.
   C. Trainee and staff responses to each session.

IV. General comments about the program and recommendations for future.

I. PROGRAM GOALS

Examples of Program Goals:

At the end of training, trainees will be able to:

- Develop basic entry skills for new culture
- Describe roles, relationships and importance of family system to host culture
- Begin to understand the role of the development worker and the skills and attitudes needed
- Understand Peace Corps policies, goals and support systems
- Development information-gathering skills and ability to understand information in cultural context
- Begin to understand and appreciate cultural norms and expectations in host country
- To practice personal health maintenance
- To understand host country history and current political status

SAMPLE ONLY

II. ACTUAL ORIENTATION SCHEDULE AND OVERVIEW

10/31 Sunday	11/1 Monday	11/2 Tuesday	11/3 Wednesday	11/4 Thursday	11/5 Friday	11/6 Saturday	11/7 Sunday	11/8 Monday	11/9 Tuesday	11/10 Wednesday	11/11 Thursday	11/12 Friday	11/13 Saturday
AM	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**	**AM**
Meetings PC	with MO	Intro-duction comings and goings	History and Social/ Politi-cal Issues	Informa-tion gathering field trip	First Aid & Marine Safety	OFF	Review; Health & Wellness	Informa-tion as Devel. Tool Part I: Field Trips to Host	Role of Peace Corps in Host Country	Unmet needs -coping, skills, -stress -secondary jobs	Process Family Stays	Transi-tions, wrap-up, evaluation closure
PM	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**	**PM**
Trainees arrive; general orienta-tion meeting			Needs Assess-ment (OSM)Goal Agreement	Another perspec-tive on develop-ment	REPORT OUTS	Drown-proofing and PICNIC		Case study of a develop-ment project & its impact	Informa-tion as Devel. Tool Part II: Field Trip Report Outs	C.P.R.	Host Country families, Preparation for family stays	Dealing with Ambiguity	
				Evening SEXUAL Customs and Norms	**Evening** PCV Handbook			**Evening** Dynamics of Develop-ment MARIGOLI			**Evening** Family Stays		

184

168

169

SAMPLE ONLY

III. SPECIFIC SESSIONS:

WHAT TRANSPIRED AND RECOMMENDATIONS

(Note each session should be discussed and evaluated. The following are examples of brief summary statements.)

SESSION 1:
Needs Assessment (Adaptation of "Cross-Cultural Training/ Developing a Framework - Session #1 in the Cross-Cultural Manual)

This session began with a discussion of the qualification process and a handout read over lunch by the trainees. The lead trainer then led into OSM by asking "what interesting (most) experiences have you had thus far? before reviewing the cross-cultural learning stages, which were well-received. Lead trainer then explained OSM and gave an example. The staff felt the example explaines OSM better and faster than a narrative explanation. Timing was cut short during the scheduled individual and small group tasks because the trainees were particularly hot and tired on this first day of training. The pools and schedule of (name of country) Orientation were also gone over quickly. Although Part II was excluded (open-ended questioning) and the staff was careful about the use of flipcharts and buzz words some trainees still felt it was repetitious of CAST. The trainees rated the information given 3.10 and methods used 3.18 (3.14 overall).

SESSION 2:
Case Study of a Development Project and its Impact (Module #4 in Third World Women Manual

The format used in this session closely parallel the way it appears in the manual. However, the staff was careful not to break the trainees into too many small groups. The recommendations from summer orientation were followed and the five report out questions suggested were used. The staff felt the session went well and was related to (name country) as much as possible.

Trainees response to information given:

1 irrelevant	1 too technical	1 too much time	4 too basic
1 not clear	2 not enough	3 clear	7 repetitive
1 boring	8 interesting	5 useful	

On methods used:

1 poorly carried out	4 carried out well	3 flexible
4 well plannes	4 appropriate	3 not well planned
2 helpful/facilitative	6 involved trainee input	2 unhelpful
1 inappropriate	1 too rigid	

IV. GENERAL COMMENTS ABOUT THE PROGRAM AND RECOMMENDATIONS FOR FUTURE

This section should include all general recommendations concerning the training program as well as logistical arrangements and any special problems encountered during the training program.

Example:

A. A format for post session staff meetings was set up as follows: feedback from observer, discussion of feedback, evaluation and strategies, a look at tomorrow, and pending issues and/or tasks. This format, although not closely during each sessin using the following format: spontaneous notes, methods/procedures notes, content/information notes, training team/trainer notes, and timing notes. This helped to structure staff meetings as well as in gathering data for this final report.

B. The staff felt strongly that one of the strong points of fall orientation was the proper sequence of training sessions and activities. Each day contained some combination of concrete factual sessions, theoretical, conceptual sessions, lectures and discussions, social activities and hands-on learning experiences. Sequencing should be carefully analyzed in planning the schedule of future training.

SAMPLE ONLY

PROJECT TRAINING PLAN

PROJECT:

COUNTRY: DATE:

1. **FINAL (TERMINAL) TRAINING OBJECTIVES**

   List all final training objectives to be used in the project. If applicable, objectives hould be listed under language, technical and cultural adaptation. The objectives should meet the following minimum criteria: (a) the observable behavior or activity each trainee must perform; (b) the criteria by which performance will be evaluated.

2. **SUGGESTED TRAINING ACTIVITY SCHEDULE**

   List all major training components and amount of time devoted to each.

3. **STAFFING PATTERNS**

   List all staff positions -- Project Director, administrative, language, technical, cross-cultural -- and the amount of time (dates) each member will be employed. A brief job description of each staff member would also be appropriate. Be specific in titles and numbers. Finally describe the planned length and content of staff training.

4. **LOGISTICS**

   State the dates of training. List the training site(s), materials being paid fory by Peace Corps with justification for their use. If not being funded by the Peace Corps, state the source of this support. Also list all resources to be used.

5. **EVALUATION PLAN**

   Briefly explain what plans have been made to evaluate the training program both during the course of training and after training has ended. Describe how the evaluation will take place: weekly evaluation session with trainees and staff, periodic written reports to country staff, or whatever.

6. **HOST COUNTRY PARTICIPATION**

   Divide host country participation: Personnel, Materials, Facilities, Money. List specific amounts of contributions (dollars amounts, time periods) where appropriate.

A training budget should be submitted ath the same time as this Training Plan.

TRAINING SESSION PLAN

WEEK/DAY OF TRAINING: (i.e. Week 2)

TITLE OF SESSION: Indicates the subject area being presented.

TIME: Total time to present the session.

OBJECTIVES: Tells what the session should accomplish. The objectives explain specifically what and why the trainees should learn, understand or do. In addition, the objectives provide a way for staff and trainees to evaluate the session and the amount of knowledge, skills or understanding that the trainees have gained. At the beginning of the session it is a good idea to review the objectives and have them visible.

OVERVIEW / RATIONALE: A brief summary of what is to happen in the session, mentioning related sessions, training events, and themes.

PROCEDURES / ACTIVITIES: Sequenced and timed steps which describe what trainer and trainees are requried to do at a particular point in the session. Questions and steps for generalizing and making applications are included here.

MATERIALS: Handouts and supplies used in the session are listed here.

TRAINER NOTES: Advice and explanation of activities and steps; different opinions and approaches to the session are included here.

RESOURCES: Books, manuals, and people providing information beyond the scope of the session are listed here.

Time: 3 Hours

Day Three, Morning

FEEDBACK SKILLS FOR TRAINERS

Goals

1. To identify criteria for giving feedback effectively
2. To identify criteria for receiving feedback effectively
3. To practice giving and receiving feedback.

Procedures

Time	Activities
	1. Trainer sets climate by asking what comes to mind when one hears the word, "feedback."
	2. Trainer provides rationale . . . feedback is sensitive issue and requires skill to use effectively. However, it is essential ingredient in adult learning and learning by experiences or experiential learning theory. Feedback is a mirror for observing our own behaviors.
10 minutes.	Trainers need to be able to use feedback for their own learning, and they need to be able to coach others on how feedback can be used.
	3. The two TOU trainers should stage a role play - one giving feedback to the other. Do some things well and some things not so well. Let the role play go for 5-8 minutes. Then ask for observations.
	"What did you see happening?"
	"What strategy was _____ using?"
	"Was it working?"
	"What was _____'s strategy?"
	"Was that working?"
	"What would you have done differently?"
20 minutes.	De-role the role players - yourselves. Let them hear how it felt to be both characters.

20 minutes

4. Brainstorm a list of criteria for giving feedback (or do a lecturette on attached handout).

   Make another list (or give lecturette) on receiving feedback effectively.

10 minutes.

5. Trainers set up situation for practicing feedback Give the role of Lynn, the trainer, to half the group; give the role of George(ia), the training manager, to the other half. Have the groups work together to plan the approach of their character, (5-10 minutes), and choose a person to play the role.

   Set up the role play. Let it go for 5 minutes or so. Process it.

   "What did you observe?"

   "How were examples of giving feedback effective?"

   "Not so effective?"

   "What about receiving? Effective and not so effective?"

20 minutes.

   De-Role Players.

6. Generalize -- What did you learn about feedback as a result of our activities and discussions. (Note: one learning should be that <u>not</u> all behaviors should be "fed back," e.g., Lynn's boyfriend's behavior in role play)

7. How will these learnings on feedback be helpful?

8. Close with referring to goals. Link to practice training.

<u>Materials Needed</u>

Role Plays

Feedback Handout - see option 1

Lynn: You are a trainer working for the first time on a PST program for SUBA.

The 10-week cycle has just ended. You are exhausted, but elated. You think the program went well, considering all the hassles, using those new Core Curriculum materials for the first time. You think you learned a lot about training. You especially liked working with your co-trainers. This morning, you have a meeting with the training director, George(ia). You have asked her/him to give you some feedback on how you did as a trainer. You like George(ia), but do not feel entirely comfortable with him/her as you find her/him a bit distant. You are on your way to her/his office and are planning what you intend to say.

George(ia): You are the training director for SUBA. You have held this position for two years. The PST cycle just completed was your 4th training cycle. On the whole, you think this cycle went pretty well. You are quite pleased with how the staff used the new Core Curriculum materials. The training staff was effective and worked quite well together. This morning, you have a meeting with Lynn, one of the trainers who delivered the 10-week training cycle. Lynn has requested this meeting and wants you to give her feedback on her training. As you reflect back on Lynn's work, these things come to mind:

- Lynn was an extremely collaborative team worker. She was well-liked by her colleagues.
- She took risks willingly, always ready to try something new and equally willing to acknowledge errors.
- Lynn worked hard and was always present.
- You are concerned that Lynn plans her sessions carefully enough and prepares sufficiently. You noted several times when she didn't have flipcharts prepared and used workshop time to write while participants waited. On other occasions, she appeared to "lose it" and forget what came next (sometimes leaving out a step).
- When Lynn gets nervous, she stutters which can be a bit disconcerting; however, it doesn't seem to happen when she is relaxed. And, it did not seem to bother her participants.

- Lynn really asks good questions. She can really focus a discussion wisely with her questions. In fact, you wish the other trainers were as good at this as she.

- Lynn's boyfriend, on occasion, drinks too much. Sometimes, it embarrasses you - like at the end-of-training-cycle party. He must have had a case of beer all by himself. He was a bit loud and rowdy, but didn't really hurt anything. It just isn't the image you want projected.

Here comes Lynn; collect your thoughts, and invite her into your office.

GUIDELINES FOR FEEDBACK

Giving Feedback

Rule #1: Give feedback only if you want to be helpful.

Guidelines

Feedback is most useful to others if it is:

1. Descriptive of the recipient's behavior.
2. Owned by you - not others.
3. Specific to your personal experience.
4. Solicited by the recipient.
5. Relevant to the present situation.
6. Exampled whenever possible.
7. Timely for the recipient's development.

Receiving Feedback

Rule #1: Ask for feedback only if you are prepared to hear and learn from it.

Guidelines

Feedback is most useful to you if you:

1. Specify what you want to know.
2. Do not defend implied judgments.
3. Ask for examples/clarification if not clear.
4. Test it with others present.
5. Listen actively with face and body
6. Assume the sender wants to help.
7. Do not treat it as the Word of God.

Useful Criteria for Receiving Feedback

Feedback from another person(s) is one important source of data which helps tell you how your actions are affecting others. Even if you "disagree" with the feedback, it is important for you to hear it clearly and understand it. If nothing else, it will tell you how that individual sees your actions and give you the choice of trying to change your behavior. People act on their perceptions of your actions and you may be coming across in unintended ways. The following are useful hints which will help you be effective in receiving feedback.

1. Remember that it is one person's perceptions of your actions, not universal truth.

2. Be active in checking out feedback with others--if two or three people give you similar feedback, there may be a pattern reflected which you might want to consider.

3. Avoid explanations of "why I did that", unless asked.

4. Ask any clarifying questions you need in order to understand the feedback.

5. Wait until the feedback has been given, and then paraphrase the major points. In any way you can, make it your goal to understand the feedback--paraphrasing and asking clarifying questions are two ways to do so.

6. Use criteria for giving useful feedback to help sender be more effective.

7. Avoid making it more difficult for giver than already is (by reacting defensively, angrily, etc.).

Gormley/McCaffery
USDA
1981

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he/she sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were discussing the issue you did not listen to what others said and I felt forced to accept your arguments or face an attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver him/her self has formulated the kind of question which those observing him/her can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the fiven behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how welo his/her behavior matches the intention, and it is a means for establishing one's identity--for answering "who am I?"

[1]This material is taken from the Reading Book: Laboratories in Human Relations Training (Washington, D.C.: NTL Institute for Applied Behavioral Science, associated with the National Education, 1969).

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181

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182